CELEBRATE!

April: Being Fair

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| **Play the Fairness Song & discuss**  [**Fairness Song**](file:///C:/Users/bronwyn.tanner/Desktop/CELEBRATE/1)%09Fairness%20Song-%20play%20on%20the%20school%20PA%20system,%20%20in%20your%20classroom,%20etc) | **What does Fairness mean to you? (Activity) \*** | **Make a list of books that have a fairness theme…compare & contrast your list** | **Fairness Jar \*** |
| **Band-Aid**  **Activity \*** | **Fairness Brainstorming\*** | **Create a “Are you a Fair Person?” questionnaire** | **Create a tweet about fairness** |
| **Create a web of fairness on a piece of paper. What words mean the same as fair? What does being fair mean to you?** | **What does “that’s not fair” mean? Discuss. How can we help each other discuss fairness?** | **Compare & Contrast Literacy Activity \*** | **Fair or Foul?**  **Activity \*** |
| [**Comic Creator - theme: fairness**](http://www.readwritethink.org/files/resources/interactives/comic/index.html) | **“What are the ‘do’s’ for being a fair person?” Create a list to live by.** | **My Opinion\*** | **Create “What Fairness mean to you” posters** |

Resources (\*)

Band-Aid Activity:

Distribute ‘injury cards’ to students (index cards with various injuries listed one per card). Ask students, one at a time, to share their injury, giving each student a Band-Aid (regardless of the injury). If anyone complains or questions the Band-Aid, simply say that it would not be fair if everyone did not get the same thing.

Questions for discussion:

1. Was it equal that everyone got a Band-Aid?

2. Was it fair that everyone got a Band-Aid? Why or why not? (Everyone getting the same thing wasn’t fair because it didn’t help most of the students. Sometimes students will do different things in class, but everyone is learning and getting what they need. It is important not to make anyone feel bad about doing something different.)

3. Depending upon the age of the students: What other things in the classroom are our “injuries” like? What else can the Band-Aids be compared to? (The Band-Aids are like getting the help you need in class. When a teacher is working with a small group or individual student, interrupting or distracting them is like taking away the student’s Band-Aid.)

\*\*Variation: Give all but the last student a Band-Aid. Add in a discussion of how it felt to be the only one without a Band-Aid.

What Does Fairness Mean to You? Activity

On chart paper or the SMART Board write the following: ‘What does fairness mean to you?’

* + Have the students reflect on this individually and then discuss within small groups.
  + Write the following statements on the board and have the class discuss whether or not each statement is true:

Fair People:

* + - stick up for others who are treated unfairly
    - make up their own rules and change them midstream
    - keep an open mind and listen to all sides before judging
    - always go first and then let others take a turn
    - compromise so that everyone gets their fair share
    - act fairly when adults are looking
* Using the above statements, have the students come up with an example that demonstrates fairness.
* Have each group present their examples to the class – either through discussion or role play.

Fairness Brainstorming

Discussion topics: Have you ever been in a situation where you or someone you were with was treated unfairly? What happened? Was the situation resolved? What are ways you can stand up for yourself or another person without making the problem bigger? What things could you do or say that would make the situation worse or better?

Compare & Contrast Literacy Activity

Using various literature resources have the students select a writing piece with includes characters acting fairly and unfairly. Have them compare and contrast the two characters and identify the consequences of the characters’ choices and decisions.

Fairness Jar (grades 2-5)

**Materials:** Container and strips of paper

**Procedure:** Label a container and place it in a location in the classroom where everyone can reach it. Cut strips of paper and put them in the container. When a student experiences an unfair situation, encourage the student to take out a slip of paper and write a note about what happened and place it back in the jar (remind them to omit names). Throughout the month, choose a slip of paper and discuss with the class ways to make things fairer.

Fair or Foul? (Grades 3-5)

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| A fun and meaningful way to talk with students about fairness is using a sports analogy as most every child has, at one time or another, had some exposure to sports. Pose the question, "What happens if you hit a foul ball in baseball or draw a foul in basketball?" Fouls are basically not fair game practices. A foul ball in softball or baseball isn't hit in fair territory. A foul in basketball means you have broken a rule and are not playing fair. What about in other sports? What kind of penalties are there for not playing fair?  After this discussion, play a game of Fair Or Foul? Make a statement and let students decide if the scenario is fair or not. If it's not, have them call a foul and explain what makes that scenario unfair and what would have to be done to make it fair. Ask what might happen next in each FOUL situation if a change was not made. Some of these scenarios may not have a clear-cut answer, which should generate valuable discussion.   Try these examples, then have the students make up some of their own.  1. You let your friend cut in front of you in a long line at the cafeteria.  3. You only share with kids who live on your street. 4. You lend your friend some money and he pays you back the next day. 5. You take a soccer ball out to recess so you can decide who gets to play with it. 6. You really want an iPad so you save up your money and buy one on your own.  7. You see your friend take something that doesn't belong to her and you don't say anything. 8. You notice that no one is playing with the new student, so you invite her to join your team at recess. 9. You don't know the answer to a question on your homework, so your friend gives you their paper to copy.  10. You take the last cookie from the cookie jar. 11. You wash the dishes and your brother or sister dries them. 12. Your brother shares his toys with you and then you make him pick them up all by himself. 13. You save a seat for your best friend every day in the cafeteria. 14. You change the rules in the middle of the game because your team is losing. 15. You find some money and don't know whose it is, so you keep it. 16. You play by the rules even though you don't like one of them.  17. You can't find your pencil and I have an extra that looks just like yours, so you can take it.  My Opinion  Students have opinions on current topics that are important to them and may feel no one is listening. Make a container labeled My Opinion Topics. During the month have students put in topics they would like to discuss. Once a month draw a slip(s) and give your students an opportunity to give their opinion. Have a podium set up and set amount of time that a student can speak to the topic. Encourage students to listen to their classmate’s opinions with an open mind to better understand their point of view. (Source: *Developing Character When It Counts*, Good Apple Publications, 1999) |