

Fairness

FAIRNESS means to be just. A fair person plays by the rules, share, take turns, and listens to what others have to say.

LESSON 1

Read the definition of **FAIRNESS**. Ask students to explain what being fair means to them. Ask: **What does it mean if someone “shows favoritism”?** (Treats people unequally, rewards someone unjustly, prejudiced, etc.) Discuss how it feels to be treated with favoritism or prejudice. Emphasize that a fair person treats people without favoritism or prejudice. Read: **Today, all students wearing green will get ice cream with their lunch. Those wearing any other color will get spinach.** Ask the class if this is fair or unfair. Discuss how the statement could be changed to be fair to all students.

School/Home Link - Ask students to ask a family member to tell them about a time when he or she was not treated fairly and how he or she felt.

LESSON 2

Review the definition of **FAIRNESS**. Emphasize that a fair person plays by the rules, takes turns, and shares with others. Divide students into small groups. Assign a group leader for each group. Pose the following problem and ask students to find a solution. Read: **Leon has been waiting in line to buy candy at the store. Lashonna is in line in front of him. Mary asks Lashonna if she can cut in line because she is in a hurry. Lashonna allows Mary to cut in line. Did Mary and Lashonna act fairly?** (Allow time for each group to come up with a solution.) Call on each group leader to tell their group's solution.

School/Home Link - Ask students to discuss with a family member a solution for the following situation: *Two family members want to watch a different TV show playing at the same time.*

LESSON 3

Review the definition of **FAIRNESS**. Read: **In baseball, if a batter hits a ball into the field between the first and third baselines, it is called a “fair ball”. If it goes outside it is called a “foul ball” and the batter has to try again. Tell me if the following situations are “fair” or “foul,” and explain how to change them so they are all “fair”.** (Allow time for discussion after each scenario.)

- The teacher is passing out snacks and says there is enough for each student to have one. You are really hungry, so you take two. (foul)
- You throw a pencil that hits another classmate in the head. Since you don't want to get in trouble, you blame it on someone else. (foul)
- You and your friend both want to swing, but there is only one available. You take turns. (fair)
- Your friend accidentally trips you in the lunchroom, so you pour your milk on him. (foul)
- The teacher says everyone who rides a bus to school does not have to do any work today. (foul)

School/Home Link - Ask students to talk with a family member about “fair” and “foul” situations.

LESSON 4

Review the definition of **FAIRNESS**. Emphasize that fairness involves taking turns. To illustrate, pair students and have them play the simple game of Tic-Tac-Toe. Draw the following grid on the board:

(ADD GRID). Ask one student in each pair to copy it on a sheet of paper. Have the student who did not draw the grid go first by marking an “X” in one of the spaces. The other student should then mark an “O” in an empty space of choice. Students should take turns until the grid is full, or until one player gets three in a row. Once students have completed the game, ask them if they could have played if they did not take turns. Ask why or why not?

School/Home Link - Ask students to practice fairness by playing Tic-Tac-Toe with a family member.

LESSON 5

Review the definition of **FAIRNESS**. Tell students that playing fairly is more important than winning. Read: **At recess, the third graders were playing the second graders in a game of kickball. The third graders were up first. They scored two runs. The second graders then scored two runs. On their second turn up, the third graders had just scored one run when the bell rang. As they went to line up, the third graders shouted, “We won 3-2!” Did the third graders win fair and square? Why or why not?** As time allows, ask students to write a complete sentence describing how the third graders could have shown good sportsmanship.

School/Home Link - Ask students to ask a family member to discuss the importance of fair play.