

# 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** - Tell 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**. Read: **Your teacher has just assigned the class to read an 8-page story. Once everyone has begun, you see the teacher pulling several students, who have difficulty reading, to the side to listen to the story on cassette with headphones.** Ask students to tell if they feel the situation is fair and to defend their answer. Discussion ideas could include: **Is it fair that some students can learn easier than others? Is it fair that students with learning challenges get extra help? Would it be fair to only let extremely gifted students attend school? Why or why not?** Explain that since everyone is different, fairness does not always mean treating people exactly the same. Reinforce the principle that fair treatment can also mean treating each person according to his or her individual needs and circumstances.

**School/Home Link** - Tell students to discuss with a family member, situations that sometimes don't seem fair.

## LESSON 3

Review the definition of **FAIRNESS**. Write the numbers **\$656.00** and **\$328.00** on the board. Ask students to write out the numbers in expanded form. (Ex. \$656.00 should be written six hundred fifty-six dollars). Read: **Susie and Billy were hired to work at a cleaning company. Each of them worked 8 hours each day. Susie made \$656.00 in 8 days and Billy made \$328.00 in 4 days cleaning houses. What did each of them earn per day? What was their hourly wage?** Ask students to write math problems that will help them find the answers. ( $\$656.00 \div 8 =$  \_\_\_\_\_  $\$82.00/\text{day}$ ,  $\$328.00 \div 4 =$  \_\_\_\_\_  $\$82.00/\text{day}$ ,  $\$82.00 \div 8 =$  \_\_\_\_\_ ( $\$10.25/\text{hour}$ ) Call on students to tell if this seems fair and explain why or why not. As time allows, ask students to think of another problem and present it to the class to determine if it is fair or unfair.

**School/Home Link** - Tell students to talk with a family member about fair treatment in the workplace.

## LESSON 4

Review the definition of **FAIRNESS**. Read: **Voting is a way a group of people can make a decision. We are going to vote to see which food our class likes best: Birthday cake or chocolate chip cookies? I want all the boys in class to stand up. Only boys will get to vote. Raise your hand if you like cake best.** (Count) **Raise your hand if you like cookies best.** (Count and write totals on board.) Review the results with the class, identifying the winning treat as the “official class favorite”. Ask the students if they feel like the voting was fair and discuss why or why not. Explain to students that at one time in our history, only certain men were allowed to vote. Read: **Some of the people who wrote the laws may have thought that women did not have enough experience or understand politics well enough to make good choices, so women were not allowed to vote. For over 100 years, American women worked hard to get the right to vote. In 1920, the Constitution was finally amended to allow women to vote in political elections.** Conduct the favorite dessert “election” again, letting EVERY student vote, and compare the differences in the totals.

**School/Home Link** - Ask students to talk with a family member about fairness in voting.

## LESSON 5

Review the definition of **FAIRNESS**. Tell the class you will read three scenarios. Explain that they will rank the level of fairness of each scenario. If the situation is very fair, give it a 3. If it is slightly fair, give it a 2. If it is unfair, give it a 1. Read: **Your mom asks you to help her pick up toys your 2-year-old sister took out. •Your teacher gives you a homework pass for completing all homework assignments in a grading period. • You have to give up your recess because you were talking with a friend, but your friend started the conversation.** Have students discuss their rankings.

**School/Home Link** - Tell students to practice treating people fairly over the weekend.