

# Golden Rule

CIVILITY

Character Lessons for Children Ages 5–8

MODULE 4

PROPRIETY™

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**Lesson Name:** Hey – That’s Not Fair!

**Lesson Theme:** Equality

**Overall Goal:**

The goal of this lesson is to introduce the concept of equality.

**Rationale:**

Once children understand what equality means and how it relates to fairness and to humanity – i.e. that all humans are deserving of fair and equal treatment, they are ready to learn about non-judgment.

**Age appropriate for:** Ages 5-7

Learning Objectives	Social Competencies	Essential Skills
<ol style="list-style-type: none"><li>1. Understand what equality means</li><li>2. Learn what it means to be “fair” to people</li><li>3. Experience what it feels like to be treated in an unequal or unfair way</li></ol>	<p>Enjoying dialogue in stories.</p> <p>Beginning to show an increasing awareness of their own and others’ emotions.</p> <p>Awareness that other people have different perspectives, thoughts, and feelings about ideas.</p>	<p>Essential Skills involved in fairness are:</p> <p>Thinking process involves a low level of inference if required.</p> <p>Moderate oral communication demands.</p> <p>Language is factual.</p> <p>Transfer of information is limited to details.</p> <p>May have to modify existing procedures in order to solve the current situation/problem.</p>

**Source Social Competencies:**

<http://www.pbs.org/parents/childdevelopmenttracker/six/socialandemotionalgrowth.html>

**Supplies you will need:**

- Pencils
- Washable markers
- Handouts
- Flipchart paper
- Pictures of three (3) types of apples



## Recommended Reading for Trainer:



### Add-on Sources and Resources e.g.,

- Children's book(s)

**Resource 1)** *Jamaica Tag-Along* by Juanita Havill, Anne Sibley O'Brien (Goodreads Author) (Illustrations)

Jamaica doesn't want a younger child to play with her until she remembers how she felt when her older brother excluded her from his games.

Source: [https://www.goodreads.com/book/show/793453.Jamaica\\_Tag\\_Along](https://www.goodreads.com/book/show/793453.Jamaica_Tag_Along)

**Resource 2)** *It's Not Fair!* by Amy Krouse Rosenthal

Why'd I get the smaller half? Why don't you yell at her? Why does my team always lose? Why can't we have a pet giraffe? Because that's life. And life can't always go the way we want it to. But with this delightful and witty book, Amy Krouse Rosenthal and Tom Lichtenheld reassure us that everyone, including pigs, planets, and square pegs, sometimes thinks: It's not fair!

Source: [http://www.goodreads.com/book/show/2255564.It\\_s\\_Not\\_Fair](http://www.goodreads.com/book/show/2255564.It_s_Not_Fair)

**Resource 3)** *The Sneetches and Other Stories* by Dr. Seuss

"Now, the Star-Belly Sneetches / Had bellies with stars. / The Plain-Belly Sneetches / Had none upon thars." This collection of four of Dr. Seuss's most winning stories begins with that unforgettable tale of the unfortunate Sneetches, bamboozled by one Sylvester McMonkey McBean ("the Fix-it-up Chappie"), who teaches them that point-less prejudice can be costly.

Source and image source: [http://www.goodreads.com/book/show/105549.The\\_Sneetches\\_and\\_Other\\_Stories?from\\_search=true](http://www.goodreads.com/book/show/105549.The_Sneetches_and_Other_Stories?from_search=true)

**Resource 4)** *Ballerino Nate* by Kimberly Brubaker Bradley

After seeing a ballet performance, Nate decides he wants to learn ballet but he has doubts when his brother Ben tells him that only girls can be ballerinas.

Source and image source: [http://www.goodreads.com/book/show/1303416.Ballerino\\_Nate?ac=1&from\\_search=true](http://www.goodreads.com/book/show/1303416.Ballerino_Nate?ac=1&from_search=true)

- YouTube Clips

**Resource 1)** *It's Not Fair!* by Amy Krouse Rosenthal <https://www.bing.com/videos/search?q=It's+Not+Fair+by+Amy+Rosenthal+good+reads&view=detail&mid=300AFE932F488922883C300AFE932F488922883C&FORM=VIRE>

**Resource 2)** Fairness Song

<https://www.youtube.com/watch?v=YIYM9OMn30w>

- Additional Lessons
- Other

**Articles:**

**Resource 1)** Teachers using pens and paper in the classroom “not fair” to students, Microsoft official says by Stephen Hui

<http://www.straight.com/life/452561/teachers-using-pens-and-paper-classroom-not-fair-students-microsoft-official-says>

**Resource 2)** How to be a fair person

<http://www.goodcharacter.com/pp/fairness.html>

**Articles for parent(s)/grandparent(s)/caregiver:**

**Resource 1)** How to Teach Your 6 - 7 Year Old Child Fairness and Cooperation

<http://children.ezinemark.com/how-to-teach-your-6-7-year-old-child-fairness-and-cooperation-4f08b9d77fa.html>

**Resource 2)** How We Learn Fairness By Maria Konnikova

<http://www.newyorker.com/science/maria-konnikova/how-we-learn-fairness>

**Resource 3)** The quote could be shared before or after the session.

With the question: Where are we living these situations within our own life?

**Resource 4)** *“It’s Not Fair!” How to Stop Victim Mentality and Thinking in Kids* By Janet Lehman, MSW

<https://www.empoweringparents.com/article/its-not-fair-how-to-stop-victim-mentality-and-thinking-in-kids/>

## Length of Session: 1 hour

### Handouts:

- Activity for Classroom Included

Activity A) Four Pillars of Fairness

Activity B) Baseball Fairness Picture

Activity C) Pick out the unkind fairness traits (Older Children) (list provided, must be transcribed to cards)

Activity D) Fairness versus equality (Older Children)

- Activity for Take-home Included

Activity E) Four Pillars of Fairness

### Terms to Know:

**Golden Rule** – Treat others how you want to be treated.

**Civility** – Choosing to treat others with kindness and respect.

**Kindness** – Speaking and acting in a way that doesn't harm others

**Respect** – Treating others with kindness and civility just because they are people too.

**Honesty** – Telling the truth

**Trust** – Saying what you know is real and true

**Curiosity** – Being interested and asking questions

### Trainer's Script:

**DO** (Prior to the session starting): Have colouring and word search set up for the children prior to the session starting.

**DO**: Have each child introduce themselves by their full name and one thing they enjoy doing.

## GOAL:

Understand that not everything is black and white or apples and oranges.

**Note:** This activity may need to be adjusted if the apple and orange example is not applicable.

## Activity A) Apples and oranges

**ASK:** What does an orange look like?

*Possible responses – Round, orange, bumpy skin*

**ASK:** What does an apple look like?

*Possible responses – Green, red, green and red*

**ASK:** When I said apple did you think there was only one type of apple?

**ASK:** Why is that?

*Possible responses – That is what we eat at home; I have never tried the other apples.*

**DO:** Bring out the pictures of the different types of apples.

**SAY:** Apples do come in a lot of different colours and even shapes. In these pictures, we can see that apples are not just one type.

**DO:** Walk the children through the different apples. Name them and describe two (2) characteristics of each type.

*For example:*

*Gala Apples – Red and green, and crisp taste*

*Delicious Apples – Deep red and sweet taste*

*Granny Smith Apples – Green and tart taste*

**SAY:** When we have the opportunity to see that there are many types of apples, just like there are many different types of people in this world, then we can see things from a new perspective. In order to treat people fairly, we need to understand that there is not only one type of apple. There are many.

## **GOAL :**

Identify and apply the four pillars of fairness.

**DO:** Share the Handout – Activity A - Four Pillars of Fairness

**SAY:** There are four pillars of fairness. They are:

1. Everyone is treated equal e.g. acknowledges
2. Everyone receives equal
3. Everyone has a chance to speak up if things aren't fair
4. When things aren't fair we have to fix it

**DO:** Handout Activity B and discuss how the four pillars apply to the picture. A suggestion would be to fold the photo so the students only see the photo on the left-hand side.

**ASK:** Where are they?

*Possible responses – Baseball game*

**ASK:** What do you see on the picture on the left?

*Possible responses – The little boy cannot see the game and the other two can.*

**ASK:** Is it fair that the little boy cannot watch the baseball game?

*Possible response – No*

**ASK:** Why is it not fair?

*Possible responses – He is being left out, he wants to see it.*

**ASK:** What would you do to fix the situation?

*Possible responses – Give the boy one of the boxes, put the boy on the shoulders of the biggest person/kid, etc.*

**SAY:** Please open-up the page so we can see the entire page.

**ASK:** What do you see on the right-hand side?

*Possible response – Expect the children to describe what they see.*

**SAY:** This picture represents the four pillars of fairness as:

1. Everyone is treated equal e.g. acknowledges
2. Everyone receives equal
3. Everyone has a chance to speak up if things aren't fair
4. When things aren't fair we have to fix it

**ASK:** Do you like this example?

*Possible responses – Yes, it shows how fairness impacts how much fun we have with our friends.*

### **For older children**

**DO:** Move the older children into small groups and then provide them with the four pillars of fairness along with the baseball picture handouts.

**DO:** Write the following questions on flip chart paper.

**ASK:** How does this picture represent the four pillars of fairness?

**ASK:** Identify two examples of situations in your school where the four pillars of fairness are not being applied. How could you apply them?

**SAY:** People have different needs and we want to see that.

For example: If you were in a wheelchair and you wanted to go to a movie with your friend, what do you think would get in your way?

*Possible responses – Vehicle to get there, money.*

**SAY:** You have the ability to go to a movie with your friend. You get there and the doors to the theater are not wide for the wheelchair to go through.

**ASK:** The child who is your friend, is at the front door of the movie theater and you want to go in. What would you do?

*Possible responses – Go home, change the door, watch the movie outside, find another door*

**SAY:** When we build a building that does not accommodate all people we are leaving people out. Another way to say this is, it is not fair. Your friend and you would likely miss out on seeing the movie as you could not get in the door.

**ASK:** How does this situation apply to your daily life?

**SAY:** As we have been talking together, we have been exploring the four (4) pillars of fairness:

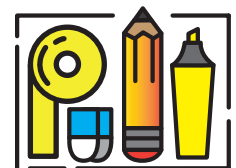
1. Everyone is treated equal e.g. acknowledges
2. Everyone receives equal
3. Everyone has a chance to speak up if things aren't fair
4. When things aren't fair we have to fix it

## GOAL :

Identify ways to play with our friends.

**Need:** Flipchart paper

**DO:** Write down all the children's' ideas on the flip chart paper. If their ideas would be considered "fair play" then write them on the left-hand side, all others should be written on the right-hand side of the paper.





**SAY:** When you are on the playground how do you play with your friends?

*Possible responses – Take turns, follow the rules, play with all our friends, no yelling, no name calling, picking a game that everyone can play, running around, picking rocks*

Note: The trainer may need to encourage the responses we are looking for.

**SAY:** When we follow the rules, take turns and include all our friends, we are playing fair with them.

**ASK:** When you have friends that like to play fair do you want to play with them again?

*Response – Yes*

**ASK:** What if you had a friend and they hurt their leg, so they could not play like you normally do, what would you do?

*Possible responses – They can sit and watch, play something else, bring them a chair so they can play some of it*

**SAY:** One of the things about fair play is including everyone. We may want to run and jump, however, if all our friends cannot do that, then we need to find something different to do.

**ASK:** What kind of games could you play in the playground if your friend hurt their leg and they could not run?

*Possible responses – Build things with rocks, not run, walk, swing*

**SAY:** By changing the way we play we are including everyone, which is a great thing to do.

## **G O A L :**

Understand that not everything is fair within our family, school, and community and that is okay.

**DO:** Move the children into four (4) groups.

**SAY:** Group A you have a sore throat, Group B you have an ear ache, Group C you have a sore tooth, Group D you have a sore ankle. Each group has decided to go see the doctor.

**ASK:** Would the doctors give all four (4) groups the same medication?

*Response – No*

**ASK:** Why would the doctor not give each group (sore throat, ear ache, sore tooth, and ankle) the same medication?

*Possible responses – We are hurt/sick in different ways*

**ASK:** What do you think the doctor

**SAY:** You are all sick or hurt in different ways, so you want the doctor to treat you based on what you need.

**SAY:** Going to the doctors and getting a different prescription, in our day-to-day life we encounter situations where we are treated with fairness.

For example:

**SAY:** Situation A: Your mother is allergic to seafood. You cannot have it in the house.

**ASK:** How do you feel about this?

**ASK:** Why is this important to the other person?

**ASK:** Is it okay it is not fair for you?

**SAY:** Situation B: Your sister has the opportunity to go on a holiday with the grandparents

**ASK:** How do you feel when this happens?

**ASK:** Why is this important to the other person?

**ASK:** Is it okay it is not fair for you?

**SAY:** Situation C: Your brother gets a new bike as he has outgrown his other one. You are not getting a new bike.

**ASK:** How do you feel when this happens?

**ASK:** Why is this important to the other person?

**ASK:** Is it okay it is not fair for you?

**SAY:** Fairness is based on what someone needs – It is not the same for everyone.

Fairness is based on what is suitable (appropriate) for the situation/person – it is not the same for everyone.

## **G O A L :**

Identify the four pillars of fairness.

### **Activity D) Four Pillars of Fairness**

**DO:** Hand out the takeaway activity

**SAY:** Select two of the four pillars of fairness.

## Four Pillars of Fairness

1. Everyone is treated equal e.g. acknowledges
2. Everyone receives equal
3. Everyone has a chance to speak up if things aren't fair
4. When things aren't fair we have to fix it

Discuss how you are practicing these pillars of fairness at home, or, are not practicing them.

For example: (Trainer to provide an example here)

Draw or write your ideas in the space below.

**ASK:** Do you have any questions?

**SAY:** Can we all stand up and look at our friend beside us and give them a big smile.

**SAY:** Thank you for being here with us today. See you next week. Stay safe and be kind.

## Activities for Older Children (8 to 10 years of age)

### GOAL :

Identify a minimum of six (6) words to describe fairness versus equality.

Activity D) Fairness versus equality

**DO:** Move the older children into groups of three (3) and then share the handout.

**ASK:** Who would like to read out the instructions on the handout?

**ASK:** What would be an example of words you would place under fairness?

**ASK:** What are examples of words you would place under equal?

**ASK:** Do you have any questions?

**DO:** Provide the older children with time to work on this activity. They may want to use their electronic devices. Discourage this at the start as want them to explore together potential words and ideas. The older children could potentially need direction from you, so it is recommended the trainer be actively involved in this activity.

**Note:** Flipchart paper

**DO:** Have the group come back together, and then build the lists (fairness versus equality) with input from each group, one idea at a time. Once completed move on to the next part of the activity.



**ASK:** In your daily life when does the concept of fairness and equality come into play?

Activity C) Pick out the unkind fairness traits

## **G O A L :**

Identify actions and behaviors which enhance "fairness"  
within our family, school, and community.

**DO:** Using tape trace out on the floor a pattern such as a circle or a triangle, stay away from a square pattern. Then place the activity cards within the centre of the shape.

Note: Suggestion would be to write out the questions/steps on a flip chart paper.

**DO:** Move the learners into pairs or groups of three (3).

**SAY:** There are fair and unfair behaviors within the shape. You are going to select the cards which represent fair behaviors. You are then going to remove the unfair behavior cards. Once you determine the unfair behaviors you are going to discuss with your group, why they are not fair and how you could make them fair.

**ASK:** Do you have any questions?

**DO:** Provide the older learners with time to work on the activity.

**ASK:** Which behaviours do you feel were fair and explain why?

**ASK:** Which behaviors they felt are unfair and how they could you make it fair?

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