

Care + Share = Fair

Kindness is at the root of inclusiveness and fairness. This lesson will help students understand this concept as well as understanding the difference between what is fair and what is unfair. Students will also explore how fairness helps everyone get along and be included and discuss ways to turn around unfair situations into fair ones.

Inclusiveness Sub-Concept(s)

Fairness, Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- Paper plates
- Red/green crayons or markers for each student

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



**DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.**

See last page for details.

Lesson Objective

Students will:

- Compare and contrast fair versus unfair.
- Explore how fairness contributes to inclusiveness.
- Identify fair situations.
- Correct unfair situations.

Teacher Connection/Self-Care

Even as an adult, it can be difficult being the “new kid on the block”. Every new job, every move, every time your children transitions to a new school: all of these result in a new set of people to meet! One of the most challenging aspects of these new beginnings is inviting yourself into already formed social circles. As you introduce this valuable lesson to your students, take time to reflect on how you feel when this is required of you. If you are more of an introvert, putting yourself out there on day one may feel impossible. Start slowly and identify one person a week to approach. It is definitely easier to look for small groups of 2-3 people rather than approaching a larger group. On the opposite end, extroverts can come across too overbearing, chatty, or even loud. Try to get involved in productive ways through committees, meetings, or other activities that focus your nervous energy. Whether you are an introvert, extrovert, or somewhere in between, asking permission in new social situations can be unnerving, but practice makes perfect, so get out there!

Tips for Diverse Learners

- Students who need visual cues or listen better if they are looking at the speaker or reading (if a good reader) might need to keep his/her head up and watch the teacher or read the situation from a handout.
- Teachers will want to read slowly since we are eliminating the visual cues; a request to use whole-body listening here may not work, but reinforce careful listening and quiet mouths so to not disrupt the hearing of others.



Share

3-5 minutes

In our last unit, we talked about caring. How do we show others that we care about them?

Ask for student responses.

In this unit we are talking about inclusiveness, and we have spent some time talking about how getting to know each other and truly seeing each other helps us all feel included and reminds us that no one is invisible or should be left out.

Today we are going to talk about a very important part of inclusiveness and that is fairness.

Ask students to write down the word fairness and draw a picture of what they think this word means. Give students several minutes to do this. Then, have students turn to a partner and do a think, pair, share to share their picture definitions. Give them several minutes to do this. Call on a few students to share their pictures and explain what it is about. Take notes on the board about key terms and themes that emerge.



Inspire

5-7 minutes

These are all really good explanations of fairness! I notice that we are defining fairness with words like (insert words from the board).

Likely kids will talk about things being the same or equal.

For our class, we are going to focus on two special qualities of fairness that we have learned about before: caring and sharing.

If we care for others and ourselves, we will want to be fair to others and to ourselves! If we share our time, our things, our activities, and our ideas, we will be showing fairness. And if we care, share, and are fair, we will be more likely to show others kindness and be inclusive. We won't leave anyone out. As we have learned, when we make others feel good by being kind and including them, we also feel good! So, we are going to use this equation for fairness:

Care + Share = Fair!

Ask if students have questions about this.



Empower

15-20 minutes

I am going to give each of you a paper plate. On one side, draw a happy, smiling face in GREEN. On the other side, draw a sad, frowny face in RED. We are going to use these faces to judge whether a situation is fair or not fair.

Give students a few minutes to do this.

Now, I am going to read to you some examples of situations where there might be something unfair happening. (Clarify that unfair is the opposite of fair; people are not being cared for or people are not sharing, which is creating a situation where someone is being left out.)

You are going to put your heads down on your desks so you aren't looking around at others and listen carefully as I read each situation. When I am finished, I will ask, "Is this fair?" I want you to take a minute to think about what you heard and decide if it is fair or if it is unfair. You can look at your plate, but don't look at anyone else's plate. On the count of three, I will say "Vote!" and you will raise your plate with your choice facing the front of the room: GREEN smiley = fair; RED frown = unfair.

Listen to our first situation:

There are two jump ropes available for recess. Every day, Maddy and Lena make sure they are first in line for recess and run to get the ropes. They have been playing with the two jump ropes for the whole week. Ming, who is not as fast as Maddy and Lena, hasn't been able to get to the jump ropes in time to get a turn. Is this fair? Hold up your green smiley face if this is a fair situation. Hold up your red frowny face if you feel this is an unfair situation.

Survey student responses.

Ask students why they think it is either fair or unfair.

Fair: For any who say, "fair," ask them why. They may say that because Maddy and Lena are first, they deserve the ropes. Ming should think of a way to get out there faster. Remind students their answers should reflect caring and sharing.

Unfair: Because we want to end on a situation where students are thinking of fairness, and because most will likely say this is unfair, ask what students would do to help make this situation more fair. Likely students will suggest taking turns with the two ropes or maybe just using one rope so all three kids can play together. They may talk about making a rule that one person can't have one of the ropes for more than a certain amount of time. Point out the responses that reflect caring and sharing.

Here is our second situation:

There is a spelling test on Friday. James studied all the words every night and got all of the words correct on the test. As a surprise reward, the teacher gave him and everyone who earned a 100% an extra 15 minutes of recess. Sydney did not study the words and spelled three words incorrectly. She did not get an extra 15 minutes at recess. Is this fair?

Survey student responses.

Ask students why they think it is either fair or unfair.

Fair: For students who say “fair,” ask why. Likely they will state that James studied hard and earned the extra recess, whereas Sydney did not study and so she didn’t earn the extra recess. Where possible, point out the responses that reflect caring and sharing. Advanced students may note that James was taking care of himself (self-care) by studying hard and taking the test seriously.

Unfair: For students who say “unfair”, ask what they would do to help make this situation more fair; they may not know right away, but simply feel the injustice for Sydney, especially if they, themselves, do not like or take tests well. An idea to direct them to: perhaps having the teacher announces upfront that there would be a special prize for those who earned a 100% would have motivated Sydney to study more. Another idea might be to suggest students who do well on spelling tests, like James, share his time and help other students like Sydney study and do better next time! Point out the responses that reflect caring and sharing.

Here is our last situation:

Your grandmother bakes a delicious cake and brings it over to your house to enjoy with your family. Everyone gets one piece. Because your dad is working late, his piece is left in the pan. He will eat it later when he gets home. You really liked the cake, though, and you did chores around the house and helped do the dishes after dinner. You feel you have earned a second piece of cake and eat that last piece. Is this fair?

Survey student responses.

Ask students why they think it is either fair or unfair.

Fair: Students may rationalize that because they did extra chores and helped with dishes that they deserved the “reward” of a second piece of cake. While this might be justifiable if there are many pieces left, remind students that there was only one piece left and it was specifically left for Dad. Remember, we must share and care for others in order to be fair!

Unfair: While it might be unfair that there is no other reward for doing the extra work, it is fair to leave a piece of cake for Dad. So, it would be unfair to eat the last piece. It would not show caring or sharing if we ate two pieces when someone else didn’t get any. Point out the responses that reflect caring and sharing.



Reflect

3-5 minutes

So, one way to determine if something is fair is to put it into a math equation: Care + Share = Fair. If you are in a situation where you are not caring for yourself or for others, or you are not sharing your time, ideas, talents, etc., then you might be in a situation, or even creating a situation, where something is not fair. If this happens, stop and do the math. What is missing from the equation? What do you need to do to make the situation fair?

Just like inclusion is an action word, fairness is too. You need to act in a caring and sharing way to make things fair for all.



Extension Ideas

- As an anticipatory set, you might hand out (at random, and not enough for all) red and green markers or crayons to have students draw their faces. See how naturally students recognize whether or not the situation is fair, and see if they share the materials to include others and make it fair.
- You can have students engage in a debate about the situation, whether it is fair or unfair and why. This should be guided and done, possibly, with advanced students. Remind them of the respectful conversation lessons they learned in the Respect Unit.
- Tie into a civics lesson about voting and debates if the season is right for it (election time, for example).
- Incorporate the equation later during a math lesson; remind students of the parts of the equation and turn it into a subtraction equation. How does the sum change if you subtract caring or sharing?
- Tell students to observe situations at home where they felt something was handled fairly or unfairly. Invite them to think about their situation and discuss it with their parents or guardians, and/or bring their story back for a morning meeting the next day.



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The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>