

# Inclusiveness

This week we will focus on fairness and equity as part of the larger discussion around inclusiveness.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

## Main Lesson

**Whole Class Lesson**  
30 minutes



### Is it Fair, Equitable, Both, or Neither?

This lesson introduces students to this week's primary concepts of fairness and equity. Through situational analysis, students will determine if a situation they read is fair, equitable, both, or neither. This exercise helps students think through a situation from a variety of angles before making a determination about either its fairness or equity. It also helps demonstrate how something might not seem fair but it is equitable or vice versa. (See page 3 for lesson details.)

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## Mini Lessons

**For Small Groups**  
15 minutes



### Fairness Fix-It

Assign each small group a school-based scenario that demonstrates how something is unfair for some students. Group members need to work together to find a solution to make the situation fair and equitable for all.

Possible scenarios include:

- Lunch or snack options that do not take food allergies into consideration.
- Facility limitations for students with unique physical abilities.
- Technology gaps for students who do not have technology or Internet access at home but who must complete their work online.
- Curriculum that is not inclusive or representative of all people or traditions.
- School clubs or teams that are limited to a small number of skill sets or interests.

Please note this activity could help with the Main Lesson in Week 4.

**For Partners**  
15 minutes



### The Power of Words

Give pair groups a list of words and have them discuss if the words feel inclusive or exclusive and why. The power word list can include anything most relevant for your student group, though the following list may be a start:

Bossy	Assertive	Yes	No	Disabled
Accessible	Diversity	Representative	Conversation	Debate

**For Individuals**  
15 minutes



### Responding to Unfair Situations

Sometimes we experience something that feels personally unfair; for instance, a parent favoring another sibling, a poor grade, not getting invited to a party, breaking your leg right before vacation, etc. Think about these or similar unfair situations that you could either imagine or have experienced and write a positive response to each. These responses can include self-advocating (having a conversation with your parent about what you perceive as unfair treatment) or radical acceptance (knowing that breaking your leg before vacation is awful but there is nothing you can do about it, so you may as well accept it and still enjoy vacation).

**Technology-Focused**  
15 minutes



### Media Analysis

Large group discussion: How do advertisements on TV, billboards, online, or in magazines include or exclude people or treat some people unfairly or inequitably?

For a deeper degree of evaluation, bring in ads or have students find ads in magazines that represent inclusion or exclusion of people. For an historical connection, have students evaluate ads from 20-30 years ago. The following websites might have ads you can have students analyze:

- [This is what advertising looked like 20 years ago](#) - Refinery 29
- [31 Awesome Print Ads from the 80s](#) - Thrillist
- [Old and Classic Ads - 100 Year Evolution of Print Ads](#) - Design Crowd

# Is it Fair, Equitable, Both, or Neither?

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**Lesson Timeframe**

30 minutes

**Required Materials**

- ☐ Situation Handout

**Standards Map**

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

## Lesson Objective

Students will:

- Understand the definitions of fairness and equity.
- Identify situations of fairness and equity.
- Evaluate how media influences our perception of inclusion, fairness, and equity.

## Teacher Connection/Self-Care

Being inclusive often requires action. Most naturally, we might think it simply means inviting others to join you. However, it might mean ensuring that your classroom management is fair for every student. It means using equitable teaching strategies that give everyone an equal chance at success. If some students are treated unfairly by classroom rules that are hard for them to follow for some reason, or if they cannot keep up with the pace of the curriculum or your instruction, then you might be creating a classroom culture that is not as inclusive as you think. In what ways could your classroom or your instructional practices be more inclusive, fair, or equitable?



## Share

5-7 minutes

In this unit, we are learning about inclusiveness and what that means for us as a 6th grade class. Most of last week was devoted to learning more about inclusiveness. This week we are going to talk about the ideas of fairness and equity which can feel like bigger, weightier concepts. In reality, though, they are actually pretty easy to understand and to practice in our daily lives.

Let's back up, though, to the core concept of this unit and that is inclusiveness. Can someone remind us of our definition of inclusiveness? (Invite student responses.)

Good! In what ways have you been inclusive in the last week? (Invite student responses.)

Good. What about fairness? What does it mean if something is fair? (Invite student responses.)

Has anyone had anything fair or unfair happen to them recently? Raise your hand.



## Inspire

15 minutes

So most/all of us have some experience with fairness! Let's define equity now. Does anyone have a good definition for equity? (Invite student responses.)

If comfortable or appropriate and in line with school policy, you could invite a student to take out his/her phone and look up the definition. This adds a layer of "cool" to the exercise (that a teacher is asking a student to use his/her phone in class). For a twist, you could also have students look up (by phone, tablet, or paper dictionary) both fairness and equity before discussing. Look for a definition along the lines of "giving everyone what they need to be successful." Note that this does not mean everyone gets the same things; instead, they get what they need, even if it's different from what someone else needs.



## Empower

15 minutes

Last week we talked mostly about inclusiveness, so this week we will spend time learning more about fairness and equity.

In small groups, I want you to read each situation on the handout and decide, as a group, if the situation is fair, equitable, both, or neither. Then we will return to the whole group and talk about our responses.

Break students into small groups and handout the situation worksheet (see below for situations). Give students about 8 minutes to read and discuss, and then return for whole group sharing. To save time, you could break the large group into four small groups and assign one situation to each group.



## Reflect

5-7 minutes

Ideally you will have time for whole class sharing after students work through the situations handout, but that discussion can spill into the wrap-up.

Key concepts to review briefly include the following:  
Definitions of inclusiveness, fairness, equity.

Encourage students to look for ways to be more inclusive, fair, and equitable throughout their day.

## Have Grades, Need Pizza

Sami, who struggles in school and works with a tutor twice a week, got her first A on a math test. Her parents were so excited they took Sami out for pizza.

Katie, Sami's sister—who excels at school and gets As in everything without issue—feels angry that her parents never reward her good grades.

Is this fair, equitable, both, or neither?  
What is a solution?

## Digital Reading

The 6th grade reading teacher says that students will do all their textbook reading on the digital textbook to save money and paper in having to order new copies.

Three kids in the class do not have a good computer or Internet access at home.

Is this fair, equitable, both, or neither?  
What is a solution?

## No Piano, No Show

Gavin wants to participate in a local instrumental talent show and play the piano. The rules, however, state that you have to bring your own instrument because the community center hosting the event does not have the money or access to provide instruments for contestants.

Gavin's family doesn't have a lot of money and all he has is his grandmother's hand-me-down piano that is much too heavy to move let alone bring to a community center for a talent show. Other kids have new, expensive, and portable electric keyboards they can bring.

Because Gavin can't bring his instrument, he is told he cannot participate. Rules are rules.

Is this fair, equitable, both, or neither?  
What is a solution?

## Oops

Damien doodled in his notebook during the spelling review portion of class before his spelling test, and he got only 5 out of 10 words right. Everyone else paid attention and got at least a 90% on the test.

The teacher announced after the test that anyone who scored between 90-100% earned an extra 10 minutes at lunch. This means Damien will be the only student without an extra 10 minutes.

Is this fair, equitable, both, or neither?  
What is a solution?