

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

Being new is always hard, no matter the age. How comfortable do you feel joining in? This week, practice joining a new group during lunch or recess. Expand your horizons.

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

5-7 minutes

Open with a review of the definition of **inclusiveness**: Including others, inviting them in, and welcoming them with open arms. Ask students to share an example of how they have been either inclusive or *included* this week.

Now, ask students to write down the word **fairness** and draw a picture of what they think it means. Give students several minutes to do this. Then, have students turn to a partner and do a think, pair, share of their picture definitions. Give them several minutes to do this. You could also do this as a class activity and 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

Review the definitions of fairness that you heard; likely kids talked about things being the same or equal.

Explain to the class that you are going to focus on two special qualities of fairness: **caring** and **sharing**. Students can remember these qualities with this kindness equation: **Care + Share = Fair!**

So, a good definition of fairness might be: *Caring for and sharing with others so that things are equal and everyone is included.*

Going deeper:

If we care, share, and are fair, we are more likely to be inclusive as well. We won't leave anyone out if we are consciously making sure that people are cared for and have what they need. As we have learned, when we make others feel good by being kind and inclusive, we feel good, too!

Care + Share = Fair!



Empower

15-20 minutes

Is It Fair?

Instructions:

- Give each student a paper plate. On one side, they should draw a smiling face using a green marker or crayon. On the other side, they should draw a sad face in red marker or crayon. *If you don't have or don't want to use paper plates, students can use "thumbs up" or "thumbs down" to vote as well.*
- Next, have students close their eyes or put their heads down.
- Explain that you are going to read a situation, and when you are done, you will ask, "Is this fair?"

- The students will vote with their paper plate (or thumbs) if they think the situation is fair or unfair. If they think it is fair, they put up the happy face (or thumbs up). If they think it is unfair, they put up the unhappy face (or thumbs down). If needed, remind students 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.

Situation #1:

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?

Allow heads to come up once voting is done and ask students why they think this is either fair or unfair.

Going deeper:

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 students will likely say this is unfair, ask what students would do to help make this situation more fair. Students may 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.

Situation #2:

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?

Allow heads to come up once voting is done and ask students why they think this is either fair or unfair.

Going deeper:

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 what to do and 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 announce 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.

Situation 3:

Your grandmother bakes a delicious pie 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 pie, though, and you did chores around the house and helped do the dishes after dinner. You feel you have earned a second piece of pie and eat that last piece. Is this fair?

Allow heads to come up once voting is done and ask students why they think this is either fair or unfair.

Going deeper:

Fair: Students may rationalize that because they did extra chores and helped with dishes that they deserved the “reward” of a second piece of pie. 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 pie 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

Ask students if they can remember the fairness 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.



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/>