



# FAIRNESS

## Classroom Activities

Grades K – 6

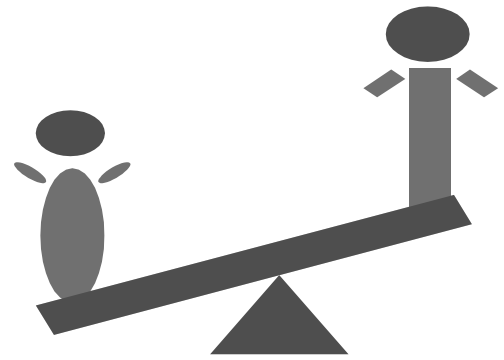


1. What does it mean to be a fair person? Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.
2. Take some of the behavioral examples from activity #1, above, and turn them into role-play situations. The kids can act them out themselves or use puppets. First have them role-play the unfair behavior, and then the fair behavior. Have the group analyze each of the role-plays.
3. Bring in articles from newspapers and magazines reporting on events in which fairness and justice are at issue. Have a discussion about who is acting fairly, and who is acting unfairly in these situations.
4. If your students are old enough to write book reports, have them write about how the characters in the book behaved in either a fair or an unfair way. Do the same with movies or television programs they have seen. If your children are too young to write book reports, do this as a class discussion about the books they are reading or that you are reading to them.
5. How is fairness related to having respect for others? How is it related to honesty? To being reliable? To being a good citizen?
6. Think of something that you consider to be unfair. Describe it in detail, and write what you think should be done about it. Is there anything you can do to help change it? If so, what?
7. Did you know that almost every decision you make (even small ones) affects other people? Think of a few decisions you have made, and write about how those decisions affected other people.

# FAIRNESS

## Classroom Activities

Grades 7 - 12



1. Think of a time when you've taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience?
2. How is fairness related to having respect for others? How is it related to honesty? To being reliable? To being a good citizen?
3. Describe an unfair situation in your community and what you think should be done about it.
4. Research and write about how the legal system in a democracy attempts to administer fairness or justice. What are the elements of the legal system that are designed to make justice work?
5. As a class, make the following two lists: a list of things we sometimes do in our personal lives that are unfair, and a list of things we do as a society that are unfair. What could be done to rectify these injustices so we can cross them off the list? Whose responsibility is it to correct the injustices in our society? How could you contribute to the effort? How could we do better in our personal lives?
6. Bring in articles from newspapers and magazines describing situations in which fairness and justice is an issue. Decide who is acting fairly, and who is acting unfairly in these situations.
7. One aspect of fairness is equal opportunity. Do a research study in your school to see if students feel that they have equal opportunities. Are there groups of students who don't think they do? Consider race, class, and sex in your study. Is there a group of "outcasts" in your school who feel that they're being treated unfairly? What could be done to address these complaints. Share the results of the study with the staff and other students.

# **FAIRNESS**

## **Quotes for Character Education Skills**

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

**Remember, "People of character are the conscience of society." Ralph Waldo Emerson**

# **FAIRNESS**

2006 -2007

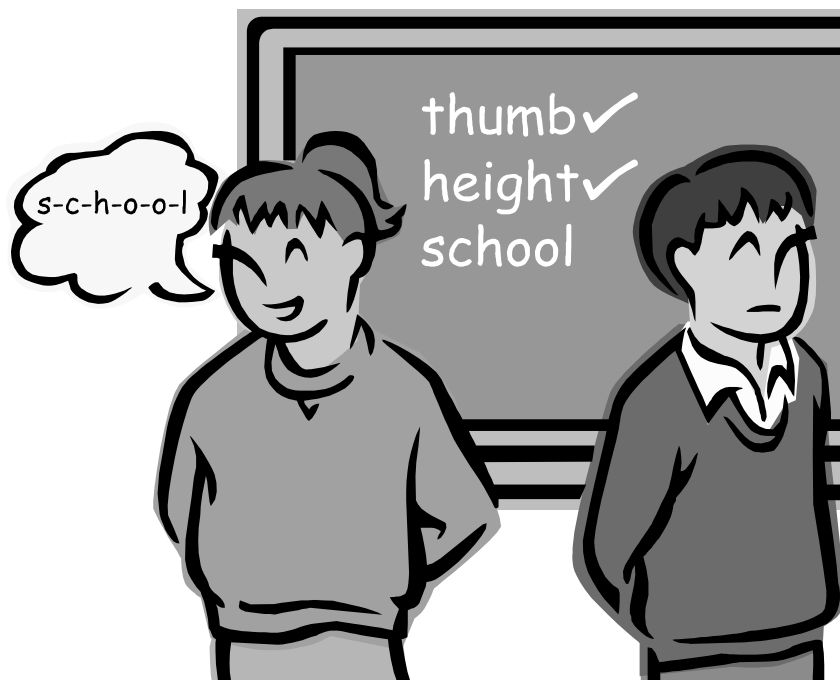
December – January

- "If we do not maintain justice, justice will not maintain us." *Francis Bacon*
- "Justice begins with the recognition of the necessity of sharing." *Elias Canetti*
- "Justice consists of doing no injury to others." *Cicero*
- "Justice must always question itself." *Michael Foucault*
- "Justice is the first requisite of civilization." *Sigmund Freud*
- "Justice is the conscience of the whole of humanity." *Alexander Solzhenitryn*
- "It is not who is right but what is right that is of importance." *Thomas Huxley*
- "Justice is the only true principle for mankind." *Henry Amiel*
- "Justice is the great standing policy of a civil society." *Edmund Burke*
- "Justice is truth in action." *Benjamin Disraeli*
- "Justice is taking from no man what is his." *Thomas Hobbs*
- "Justice is the sum of all moral duty." *William Godwin*
- "Justice is a virtue of the soul distributing that which each person deserves." *Diogenes Laetius*
- "Every virtue is included in the idea and practice of justice." *Theognis*
- "Justice is best demonstrated by the heart and spirit of those who resist power over others." *Woodrow Wilson*
- "Justice is better than chivalry if we cannot have both." *Salice Stone Blackwell*
- "The foundation of justice is good faith." *Marcus T. Cicero*
- "Nothing is to be preferred before justice." *Socrates*
- "Between friends there is no need of justice." *Aristotle*
- "The rain...falls upon the just and the unjust alike." *Mark Twain*
- "The probability that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just." *Abraham Lincoln*
- "Justice, not the majority should rule" *C.N. Bovee*
- "The administration of justice is the firmest pillar of government." *George Washington*
- "Justice is a machine that, when someone has given it a starting push, rolls on of itself." *Galsworthy*
- "I am the inferior of any man whose rights I trample underfoot." – Horace Greeley
- "Injustice anywhere is a threat to justice everywhere." *Dr. Martin Luther King, Jr.*
- "There is no wring time to do the right thing." *Anonymous*
- "Life is not always fair, but we can always choose to be fair and just." *Duane Hodgkin*
- "People of character will never compromise the justice of others." *Duane Hodgkin*
- "Fairness is never guaranteed, but a person of character will never fail to grant it." *Duane Hodgkin*

# FAIRNESS

Inappropriate Behaviors Related to Specific Character Skills in the AISD Touchstone

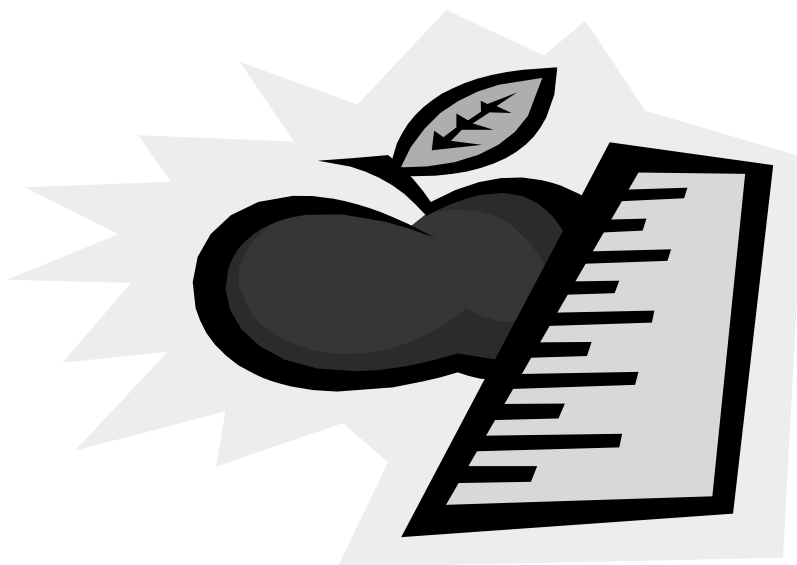
- Blaming others
- Overly competitive
- Tattling



# **FAIRNESS**

## **Classroom Management Strategies**

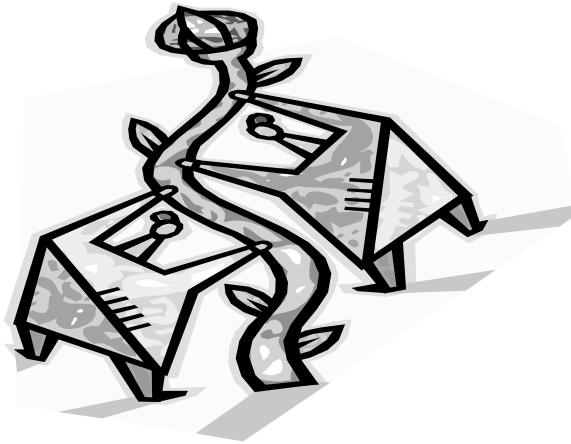
- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
- Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
- Teacher establishes smooth, efficient classroom routines and procedures.
- Teachers interact with all students in a positive, caring manner.
- Teachers provide incentives/recognition/rewards to promote excellence.
- Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
- Teacher engages students in helping solve classroom problems.
- Teacher moves around room for increased proximity to students.
- Teacher visually scans the room for opportunities to acknowledge responsible behavior.
- Teacher makes eye contact with students and smiles.
- Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
- Teacher establishes a positive attitude about the potential for success for every student.
- Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



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## Classroom Level Interventions

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have student fill out a Behavior Improvement Form.



# FAIRNESS

## Service Learning Projects

“To develop character, students need opportunities for moral action.” Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Create a “No Cheating” campaign for the school and/or the community. The campaign should teach the relationship between actions and consequences, the effects on everyone of cheating, survey students about their beliefs about cheating, survey parents, staff, and community members about how they observe cheating in their interactions at work, in the community, etc. Have all stakeholders sign a “No Cheating” pledge written by the students. Display the pledges.
- Have students identify an unfair situation in their school and/or community and develop a plan to address it. Students can research newspapers to look for stories of efforts to correct unfair situations, identify resources to help with the situation, and how to make the issue known.

