

# Inclusiveness

This week, our lessons about inclusiveness address the issue of fairness. Sometimes we feel excluded if we perceive something as unfair. But, if we stop to think about fairness from a variety of perspectives, we might have a different perception. These lessons offer students an opportunity to think about fairness and perspective and how both relate to 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



### A Fairness Perspective

In this primary lesson, students talk about fairness and how situations often can appear either fair or unfair, depending on the point of view. This lesson gives students an opportunity to evaluate two situations from multiple perspectives and brainstorm solutions that are inclusive and fair for everyone. (See page 3 for lesson details.)

## Mini Lessons

**For Small Groups**  
15 minutes



### Fairness Role Play

In small groups, students will play various parts in the provided scenarios and then discuss the situation through each character's point of view. Students should also work to think of a compromise for their situation to make it fair for everyone. If you want, you could have each group role play for the entire class and generate group discussion about what they saw and how they arrived at a compromise.

**For Partners**  
15 minutes



### When Things Aren't Fair

With a partner, discuss a situation you've experienced that felt unfair to you. Explain what was unfair and why. Then, think about how, from another perspective, that situation was (or appeared to be) fair. Use your partner to help you think of this perspective and compare the two (fair/not fair). When you think about it in this way, was the situation truly an unfair one, or did it just feel that way at the time?

**For Individuals**  
15 minutes



### What I Can Say When it's Not Fair

Simply saying, "That's not fair," won't get you very far. You need to understand if, in fact, the situation you are facing is fair or not, and if not, why. What else can you say when you feel something is unfair in order to gain more understanding and to respond rather than react? Write down your ideas.

**Technology-Focused**  
15 minutes



### Fair or Not Fair? Technology Rules at Home

Discuss the rules your parents/guardians have about technology at home. Are they fair? Why or why not. Remember to evaluate the rules from your perspective but also from your parent or guardian's perspective. What rules would you have for yourself if you got to make the rules?

# A Fairness Perspective

In this primary lesson, students talk about fairness and how situations often can appear either fair or unfair, depending on the point of view. This lesson gives students an opportunity to evaluate two situations from multiple perspectives and brainstorm solutions that are inclusive and fair for everyone.

## Lesson Timeframe

30 minutes

## Required Materials

- No materials are required for this lesson.

## 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:

- Evaluate fairness through a variety of perspectives
- Consider a situation through someone else's point of view
- Connect fairness to inclusiveness

## 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 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 talking about inclusiveness. Last week we talked a lot about our personal identities. How does knowing ourselves help us be more inclusive? (Invite student responses.)



## Inspire

15 minutes

Today we are going to shift topics a bit and talk about the idea of fairness and how this connects to inclusiveness. We all know what fairness is. The definition we are going to use for fairness is this: Treating people in a way that does not favor some over others. We have probably all experienced fairness (where we felt we were all being treated with the same favor) or, maybe more commonly, we have all experienced something unfair! By a show of hands, how many of you have had something happen that you felt was unfair? (If you want, you can invite students to briefly share their experiences.)



## Empower

15 minutes

Often it's easy to see something as fair or unfair from a single focus: ours. We know what we perceive to be fair or unfair but sometimes we forget that something that seems fair to us might be unfair to someone else or vice versa. So, today, we are going to look at a few different situations from a few different points-of-view and we'll see if that changes how we view the fairness or unfairness of something.

(You can either leave students as a whole group for this and let everyone take both perspectives for each scenario, or you can break students into two groups and have them take opposing views and see how they interpret each situation as fair or unfair.)

**Scenario #1:** You enjoy arts and music and your brother is a really good athlete. He plays baseball, soccer, basketball, and runs track. Your parents are always buying him new shoes or whatever gear that the sport requires. Each season, the coaches send out a list of things the players will need. As a result, it seems like your brother is always getting new stuff. Additionally, your little sister is in dance and your parents have to buy her show costumes each year along with tap shoes, not to mention the cost of her lessons. Meanwhile, you have a guitar and it's a nice one; your parents got it for you a few years ago from a local music store. It's in good shape and is a respectable brand, but you have your eye on a new one. You have been taking lessons, you have your own band, and you play in the school jazz band. But, your parents have said they won't get you a new one until high school.

**From your point of view:** Is this fair? Why or why not?

**From your brother's point of view:** Is this fair? Why or why not?

**From your parents' point of view:** Is this fair? Why or why not?

**What is a solution that is as inclusive and fair to everyone as possible?**

**Scenario #2:** Danny is late for first hour every day. His mom works a night shift so she is sleeping in the morning when he has to go to school. He has to wait for his grandma to pick him up each morning and she often cannot get out of the house on time. She is older and moves pretty slowly. Sometimes she forgets and he has to call her. Danny is approaching 10 tardies and the school knows he can't really help it, but he is missing too many first hour class sessions and they need to make sure he is getting that class time or they have to report it to the state. So, they said if he is late one more time, he has to start staying after school to make up what he is missing in first hour math. If he has to stay after to do math, his basketball coach says he can't play because he'll miss too many practices and there are a lot of kids on the team who will be at practice every day, earning a playing spot.

**From Danny's point of view:** Is this fair? Why or why not?

**From the school's point of view:** Is this fair? Why or why not?

**From the coach's point of view:** Is this fair? Why or why not?

**What is a solution that is as inclusive and fair to everyone as possible?**



## Reflect

5-7 minutes

When we feel like something is unfair or that someone is getting special treatment that we are not getting, how does that impact our perception of that person? How might we look at the situation from a different perspective and be more accepting and inclusive of both the person and the situation?

When might something truly be unfair and we need to stand up for ourselves? How can we use the communication skills we learned about in the Respect unit to do this?

# Fairness Role Play Scenarios

Use the following scenarios to complete the small group mini-lesson called “Fairness Role Play”

## **Scenario #1:**

You want to go to your friend’s slumber party. Your parents say you can’t go because your friend lives 25 minutes out of town and it’s a long drive to pick you up in the morning. Plus you have a piano recital the next morning at 9am. This feels really unfair to you.

Role-play this situation and see if you can come up with a compromise so that the situation is fair for all.

## **Scenario #2:**

You want to earn extra credit on your science test, but your teacher said only those who attended the bonus study session before school the morning before are eligible for the extra credit points. You missed the study session because you were home sick, but you had been planning to go. Your teacher says it would be unfair to those who got up extra early to attend the session if he gives extra credit to anyone who did not come in early.

Role-play this situation and see if you can come up with a compromise so that the situation is fair for all.

## **Scenario #3:**

Everyone in your class has a phone except for you and maybe three other kids. You really want a phone but your parents say they are too expensive and that you don’t need one yet. You disagree because you are in different after-school activities and have to borrow a phone to call for a ride.

Role-play this situation and see if you can come up with a compromise so that the situation is fair for all.