“That’s not fair!” “Yes, it is!” “No, it isn’t!”

We all seem to have a clear picture of what’s fair and what isn’t. Unfortunately, we don’t always agree on what this “clear” picture is.

What the argument often comes down to is this: People see that which gives them an advantage as “fair” and that which gives someone else a better chance as “unfair.”

The truth is, although some decisions are clearly unfair, there is usually more than one fair choice.

To avoid complications as much as possible, it’s important to have clear rules and expect everyone to know them and abide by them. If nothing else, fairness means going by the rules. It’s treating everyone the same. It’s using the same rules for everyone.

**Fairness Do’s**

😊 Treat all people fairly.
😊 Listen to others and try to understand what they are feeling and saying.
😊 Consider all the facts before making a decision.
😊 Make fair decisions, using the same rules or standards for everyone.
😊 Correct your mistakes.

**Fairness Don’ts**

🚫 Don’t take advantage of other people’s mistakes.
🚫 Don’t take more than your fair share.
🚫 Don’t let personal preferences, prejudices, or other feelings get in the way of decisions that should be based on how well a person does.
**Objective:** Children review and apply the basic rules of fairness while playing a game.

**What the Instructor Needs to Provide:** dice; coins (or other markers to move around game board); squares or “spots” cut from red and blue colored paper (or use poker chips, Tiddly Winks, etc.); if possible, extra adults or teens to assist groups

<table>
<thead>
<tr>
<th>What you say:</th>
<th>What you do or show:</th>
<th>What participants do:</th>
<th>Hints for trainers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 “That’s fair!&quot; “No, it isn’t!” “Yes it is!” Have you ever heard anyone say those things?</td>
<td>Solicit responses.</td>
<td>They give examples.</td>
<td>If possible, one adult should work with each group. Set up the games around the room. You can tape the game tops to tables or floors to provide a hard playing surface.</td>
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<tr>
<td>2 Too often, we think that things that help us win are fair, and things that help someone else win aren’t fair. That isn’t right. Fairness is doing everything we can to give everyone the same chance to win, and the same chance to have fun at the game. We’re going to play a game, and see how fair we can be. Here is what we need for the game. Fairness means going by the rules. These are the rules.</td>
<td>Read the rules on Resource Sheet #2 aloud. Tell the kids to follow along, silently reading the rules on the game board.</td>
<td>They follow along, silently reading the rules on the game board.</td>
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<tr>
<td>Groups of four can play the game. Count off 1-2-3-4-5. Remember your number.</td>
<td>Help them “count off” into the number of groups necessary to put four or less in a group.</td>
<td>They count to determine their game group.</td>
<td>Figure how many groups of four you have, and “count off” that many. Form a few groups with three children if the whole group isn’t divisible by four.</td>
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<tr>
<td>All the 1s go here. All the 2s, 3s, 4s, and 5s go here, here, here and here.</td>
<td>Point to different play areas.</td>
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<td>Start the game by reviewing the rules.</td>
<td>Let them play for 15 to 20 minutes.</td>
<td>They read the rules and start playing.</td>
<td>Cut out plenty of red and blue “spots” before the game.</td>
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<td>6. Now it's time to stop. Put down the dice, and count your red spots and blue spots. The red spots count five points each. The blue spots count two points each. The person in your group with the most points is the winner of the Fairway game.</td>
<td>Help them calculate points.</td>
<td>They calculate points.</td>
<td></td>
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<tr>
<td>7. What was the point of this game? What new things did you learn? What are you going to do differently now that you've played this game?</td>
<td>Solicit answers for each of these questions.</td>
<td>They answer questions.</td>
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<tr>
<td>8. “That's not fair!” “Yes it is!” “No it isn't!”</td>
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<tr>
<td>Now you know a bit more what fairness is. Remember to play fair at home, at school, and everywhere!</td>
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Other Ways to Help 6- to 9-Year-Olds Be Fair

- Encourage parents to reinforce this lesson by rewarding fair behavior at home. Keep a glass jar for depositing pennies or gumballs when the child shows fairness. (Use these opportunities to discuss the concept rather than letting the exercise turn into a mindless award-seeking game.)

- Use the Exercising Character Daily Score Cards to encourage children to practice fairness at home. To order, call CHARACTER COUNTS! at (310) 306-1868.

- Help the children remember the basics of fairness with this jump rope exercise: “One-Two-Three! Fair is what I want to be! Two-three-four! Take your share, but nothing more! Four-five-six! Treat all the same, despite the mix!” Let them create other fairness rhymes.

- Encourage them to show fairness at home by helping with jobs that need to be done.

- Have a session on water conservation. Follow it with a discussion of fairness in using water and other natural resources.

- Listen to a Paul Tracey song from the "It’s Your Character That Counts!" cassette (available from CHARACTER COUNTS!). Then help the children think of other songs that have something to do with fairness.

- Have a contest to create posters, essays, poems, cheers, bumper stickers or billboards that celebrate fairness.

Exercising Character
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