



## Fairness

# Fair Is Not Always Equal

**Activity Description:** Students will listen to situation and dialogue about the fairness and equality of the situation.

**Group Size:** Partnerships

**Time Frame:** 10 – 15 minutes

**Objectives:** The students will be able to:

- Dialogue with a partner about fairness and equality
- Identify the equality or inequality of situations
- Identify the fairness or unfairness of situation

**Multiple Intelligence(s) Addressed:**

- Interpersonal
- Intrapersonal
- Verbal-Linguistic

**Standard(s) Addressed:**

- 16.2.5.B: Recognize and tolerate the uniqueness of all people in all situations.
- 16.3.5.B: Demonstrate knowledge of how social norms affect decision-making and behavior.

**Materials:** No materials needed

1.7

**Directions :**

- Have students sit facing a partner.
- Read the 1<sup>st</sup> situation or have a student read it to the rest of the group.
- Give the students the definition of equal.
  - Equal: the same.
- Ask the question, “was that equal?”
- Give the partnerships 30 seconds to decide if the situation was equal or unequal.
- If the partnership thinks the situation was equal, have them give thumbs up. If the partnership thinks the situation was unequal, have them give thumbs down. If the partnership is not sure, have them give a thumb in the middle.
- Give the students the definition of equal?
  - Fair: everyone has what he/she needs?
- Ask the question, “was that fair?”
- If the partnership thinks the situation was fair, have them give thumbs up. If the partnership thinks the situation was unfair, have them give thumbs down. If the partnership is not sure, have them give a thumb in the middle.
- Have three or four partnerships share why they answered fair or unfair.
- Situations:
  - A child with special needs has a teacher’s aide help them all day.
  - First graders get 10 minutes of homework a night and kindergartners don’t have any.
  - Your older brother has a later bedtime than you do.
  - Your sister has to do more chores at home because she is older.

**Processing Questions:**

- Should everything be equal? What are some other situations that should not be equal?
- When is it important to be sure that things are fair? How do we make sure our classroom is a fair place?



## Acceptance / Tolerance

# Tower Building

**Activity Description:** The students will work in a group and use the materials provided to construct a free-standing, self-supporting tower.

**Group Size:** Groups of 4-6

**Time Frame:** 35-40 minutes

**Objectives:** The students will be able to:

- Review the directions and strategize how to build a tower.
- Identify a specific contribution all members of the group will make to the final project.
- Construct a tower in a limited amount of time.
- Evaluate the design of the tower in relation to the team's success.

**Multiple Intelligence(s) Addressed:**

- Interpersonal
- Intrapersonal
- Verbal-Linguistic
- Visual-Spatial
- Logical-Mathematical

3.9

**Standard(s) Addressed:**

- 16.2.5.A Establish relationships that are positive and supportive of others.
- 16.2.5.B Recognize and tolerate the uniqueness of all people in all situations.
- 16.2.5.C Explain the impact of communication on interactions with others.
- 16.3.5.C Actively engage in creating an environment that encourages healthy relationships.

**Materials:**

Pack of 3" x 5" index cards  
One per team  
Roll of masking tape  
one per team

**Directions:**

- Divide student into teams of 4 – 6.
- Each team will construct a tower using only the materials given. The tower must be free-standing, self-supporting (it may not be taped to the floor or any other person, place, or thing), and it must represent the entire group in some way. The tower will be judged by the teacher on three criteria:
  - Height
  - Creativity
  - Stability
- Give teams 5-7 minutes of pre-planning time. During this time, they should discuss the following:
  - Type of structure to build
  - What category or categories they are striving to best achieve
  - How work duties will be handled during the building process
  - How the structure will spotlight contributions from everyone in the team

3.8

- Hand out materials to each team and allow 7-10 minutes for construction. With approximately two minutes remaining, inform students they will need to choose one or more students in the group to describe the tower and its meaning to the class.
- When time is up, have each team describe its tower to the class. After all teams have shared, identify the tallest tower. Use a thick book to create a large gust of air to test stability. The tower that withstands the gust by moving least is most stable. The most creative tower should be judged upon how teams have integrated team member contributions into the final product.
- Have students assist with cleanup.
- Proceed to the processing questions.

### Processing Questions:

- Did all members of the group actively participate in the construction?
- Did all members of the group feel comfortable discussing their ideas? If not, why?
- Were all ideas considered with an equal amount of weight? If not, why?
- How did it make you feel when your idea was valued by the group? When it wasn't valued?
- How can this activity be useful for learning about accepting others' ideas and views?
- Is it possible to accept someone's ideas without agreeing with them? How do we do this?
- What would our classroom look like and sound like if we didn't accept others' ideas and views?

3.9



## Authenticity

# What Is Real?

**Activity Description:** After listening to a version of *The Velveteen Rabbit* by Margerie Williams, students will examine how “real” they are in their lives, what it takes to be real, and how important love is.

**Group Size:** Whole group

**Time Frame:** 45-50 minutes

**Objectives:** The students will be able to:

- Summarize a reading of *The Velveteen Rabbit*, specifically in regards to “realness” (aka “authenticity”)
- Make connections between content from *The Velveteen Rabbit* and their own lives
- Identify when they feel “real” and “unreal” in their daily lives

**Standard(s) Addressed:**

**16.1.5.A** Examine the impact of emotions and responses on view of self and interactions with others.

**16.1.5.B** Understand the impact of personal traits on relationships and school achievement.

**16.2.5.A** Establish relationships that are positive and supportive of others.

**16.3.5.C** Actively engage in creating an environment that encourages healthy relationships.

**Multiple Intelligence(s) Addressed:**

- Interpersonal
- Intrapersonal
- Verbal-Linguistic

**Materials:** 1 copy of *The Velveteen Rabbit*  
by Margerie Williams

**Directions:**

- Read *The Velveteen Rabbit* to the class.
- When you finish, begin a discussion by asking the following questions:
  - When did the Velveteen Rabbit become real in the story? Why?
  - How did the relationship between the Velveteen Rabbit and his owner change when the rabbit became real?
  - What is real?
  - When do you feel most real? (NOTE: Begin substituting the word “authentic”)
  - Do you care about being authentic?
  - What kinds of people contribute to our not being authentic (i.e. unreal)?
  - Can love change us? How? When? What kind of love?
  - Is being authentic painless?
  - What can we do about the pain of being authentic?
  - What are some issues we need to face in our journey to authenticity?

**Modifications:**

- Give students the option to reflect on the discussion in a creative way.
  - Journal about their own authenticity, the love that can change them, and the people who contribute to them not being authentic.
  - Paint or draw a picture of themselves as “unreal” like the Velveteen Rabbit without love and then a picture of themselves as authentic like the Velveteen Rabbit with love.
  - Have partnerships discuss this issue in depth and report back the highlights of their discussion.

**Processing Questions:**

- Included within lesson context





## Setting Boundaries

# Group Juggle and Honest Feedback

**Activity Description:** Students will pass objects of varied sizes through an established pattern of individuals.

6.6

**Group Size:** 8 – 12

**Time Frame:** 45 Minutes

**Objectives:** The students will be able to:

- Establish a pattern to pass one or more objects successfully around the circle
- Modify actions based on instruction changes while maintaining the same pattern
- Give specific, observable feedback to fellow participants and receive specific, observable feedback from fellow participants

**Multiple Intelligence(s) Addressed:**

- Interpersonal
- Intrapersonal
- Verbal-Linguistic
- Musical-Rhythmic
- Bodily-Kinesthetic
- Visual-Spatial

**Standard(s) Addressed:**

- 16.1.8.C Analyze adverse situations and identify appropriate protective factors and coping skills.
- 16.2.8.A Analyze internal and external factors that influence relationships.
- 16.2.8.B Explain individual, social and cultural differences, which increase vulnerability to bullying and abuse and strategies for prevention.

6.6

**Materials:** 3 toss-able objects of varied shapes, sizes, and weights per group

**Directions:**

- Divide students into groups of 8 - 12.
- Instruct groups to stand in circles, with several feet between groups. Each group must select a group leader.
- Gather group leaders around the tossable objects.
- Instruct leaders to choose one object from the pile that will be the easiest to lightly underhand toss and catch. Leaders should keep this item in their possession.
- Instruct leaders to choose one object from the pile that will be the most difficult to lightly underhand toss and catch. Leaders should keep this object, along with the first object, in their possession.
- Instruct leaders to choose one object from the pile that is different from the two previous objects. Leaders should keep this object, along with the previous two objects, in their possession.

## 6.6

- Provide the following instructions for the activity only to the group leaders. Group leaders must communicate these instructions back to their groups.
  - Upon returning to his/her group, each leader should place the second and third objects aside and hold on to the first item.
  - The leader should look across the circle, make eye contact with that individual, say that individual's name, and gently and respectfully toss the object underhand across to that individual.
  - The receiver of the object should look across the circle to someone new, make eye contact, say that individual's name, and gently and respectfully toss the object underhand across to that individual.
  - This process should continue until everyone has received the object. The final toss should return to the leader. This is the group's pattern. The pattern will never be changed.
  - The group should reinforce this pattern by completing it three more times.
- When all groups have completed formation of a pattern and have reinforced that pattern three times, gain the attention of all groups and provide the next set of instructions.
- Leaders should keep the first object in their hands. They should also pick up the second object. Leaders will send the first object into the pattern, wait three seconds, and then start the second object into the pattern. The task is to complete three full cycles of both objects moving through the pattern with no drops. If any object falls, both objects must be returned to the leader, and the group must begin again.

- After opportunities to experiment, instruct the groups to have the following conversation:
  - Each group member is asked to give specific, observable feedback to the person from whom he/she is receiving the objects and to the person to whom he/she is sending the objects. The purpose of this feedback is to inform one another what each group member needs to feel safe and successful. The teacher should model what this conversation might look and sound like (Ex. “The object is being thrown at me too quickly. To feel safe, I need you to throw it lightly.”)
- Leaders should keep the first and second objects in their hands. They should pick up the third object. Leaders will send the first object into the pattern, wait three seconds, send the second object into the pattern, wait three seconds, and then send the third object into the pattern. The task is to complete two full cycles of all three objects moving through the pattern with no drops. If any object falls, all objects must be returned to the leader, and the group must begin again. Groups should pay specific attention to incorporating the feedback they received from one another.
- The Processing Questions should be completed in the student groups, with the teacher monitoring conversation.

6.6

## Processing Questions:

- Focus on the first object that was tossed among the group. What actions did your group need to take so that this object was “protected” (i.e. didn’t fall) and so that group members were able to send and receive it safely? (NOTE: Feel free to introduce the term “boundaries” at this time, as in “What boundaries were created for this object?”)
- Focus on the second object that was tossed among the group. What actions did your group need to take so that the object was “protected” (i.e. didn’t fall) and so that group members were able to send and receive it safely? How was this different from the actions you took with the first object?
- Focus on the third object that was tossed among the group. What actions did your group need to take so that the object was “protected” (i.e. didn’t fall) and so that group members were able to send and receive it safely? How was this different from the actions you took with the first and second object?
- When you communicated specific, observable feedback to one another, you set boundaries with them regarding how you wanted to be treated and how you would treat others. Did you find that your boundaries were respected? Did you respect other group members’ boundaries?
- In life, just like in this activity, the only two things we can control is what we send into the world and how we choose to receive what is sent to us. Something we can send into the world is a message about what we need to receive to feel safe and respected. In other words, we communicate our personal boundaries. What is one thing you need from others to feel safe and respected?
- How does it feel when our personal boundaries are respected? How does it feel when our personal boundaries are violated?
- What are our responsibilities, as members of a school community, regarding others’ personal boundaries? Do our responsibilities change even if the individual looks or acts differently (like the objects in the activity)? Why or why not?

6.6

## Integration Grid:

<b>English Language Arts</b>	Ask students to draw parallels to this activity and a movie of his/her choice. Think in terms of personal responsibility to protect others, locus of control, and personal boundaries being challenged. Share with a partner. Consider books and stories that have similar parallels.
<b>Mathematics</b>	Write math equations on the tossable objects. During the course of the activity stop the game and if a student has an object they must solve the equation.
<b>Science</b>	Ask each group to count the number of drops and successful attempts as they add objects to the circle. For three total tossable objects, they should have three charts: Chart 1 for tossing one object; Chart 2 for tossing two objects; Chart 3 for tossing three objects. Each chart lists the number of people in the group, the number of times the object was successfully passed, and the number of times it was dropped until the goal was reached. The teacher posts the data for all groups and the class devises ratios to describe their success vs. dropped rate for each number of objects tossed. Consider analyzing the data taking into account the number of group members.
<b>Social Studies</b>	Relate boundaries in activity to country, state, and local defense systems. Compare and contrast man-made defenses (i.e. trenches, walls, gates, immigration buildings) with natural boundaries (i.e. mountains, bodies of water). When in history have individual's personal boundaries been violated in the name of protecting the greater good?
<b>Encore</b>	Business: Lead the students in a discussion on what boundaries must be respected in the business world in order to gain respect and success. Possibly expand the conversation to include how to respond when others do not act in a respectful or integrous manner.

6.6



## Healthy Relationships Quality Friendships

**Activity Description:** Students will analyze qualities they most value in a friend as well as assess those same qualities in themselves.

**Group Size:** Partners to Individual to Whole Group

**Time Frame:** 30 Minutes

**Objectives:** The students will be able to:

- Identify and communicate a personal core value
- Analyze and sort qualities they believe most important in a friend
- Assess the presence of the same friend qualities in themselves
- Analyze and sort friendship qualities based on how they believe their friends currently see them

7.11

**Multiple Intelligence(s) Addressed:**

- Interpersonal
- Intrapersonal
- Verbal-Linguistic
- Logical-Mathematical

**Standard(s) Addressed:**

- 16.1.8.A** Assess factors that influence emotional self-management and impact relationships at home, school, and community.
- 16.1.8.B** Analyze impact of a variety of personal traits on relationships and achievement throughout life.
- 16.2.8.A** Analyze internal and external factors that influence relationships.

**Materials:** 1 Per Student  
Qualities of a Friend Worksheet  
Scissors

**Directions:**

- Begin by having students define what a core value is. Invite students to reflect for a moment about one core value they hold dear (Ex. Friends, Family, etc.)
- In partnerships, ask students to share their core value and a brief rationale behind why it is valuable to them.
  - After 2-3 minutes, ask groups to report out the values they discussed.
- Inform students that sometimes our values are threatened. For example, if we value our family, and a family member falls ill, our value is threatened. If we value honesty, and someone lies to us, that value is threatened.
  - Everyone responds to his/her values being challenged in a different way. Some become angry, some become reflective.
- In the same partnership, ask students to discuss what their typical response is when their core values are threatened.
  - After about 2-3 minutes, ask groups to report out content of their conversation.

7.11



- Inform students that, just as we hold certain values dear, we also seek out qualities that we value in others. The difficulty sometimes comes with finding someone with qualities we value while also having those qualities respect our core values.
  - At the same time, it is sometimes difficult to model some of the most valued qualities in friendship, so we must always reflect on how we are living our core values.
- Distribute the Qualities of a Friend worksheet. Instruct students to cut the words listed on the worksheet into slips.
- The words printed on the slips are qualities one might find in a friend. Four slips have been left open in order to allow for additional qualities to be written down that may not be featured.
  - Instruct students to analyze the slips and decide which qualities they believe are most important when they seek a friendship. Ensure that students understand they should personalize it to their experience.
  - Invite students to sort their slips, arranging them from most important to least important. Students are permitted to have more than one slip in the same row as they arrange, but they must be certain they weigh that quality equally as heavy in others when seeking a friendship.
- Take time to tally common responses for “Most Important” and “Least Important” on the board. Also, take time to explicitly post other qualities students placed on the blank slips.
- Next, have students revisit the slips and rearrange them based on how they believe others would rank their qualities as a friend. Encourage students to consciously recognize where changes are being made.

7.11

### Processing Questions:

- What quality or qualities did the class identify as most important? Why do you think these qualities ranked so highly?
- What quality or qualities did the class identify as least important? Why do you think these qualities ranked so low?
- What feelings did you experience when sorting the qualities for an ideal friend?
- What feelings did you experience when sorting the qualities for how others may rank you as a friend?
- How do you compare to your ideal friend? Do you see your core values matching what you value in a friend?
- How do you respond when a friend is not displaying the qualities you ranked as most important? Is your response similar to when your core values feel threatened? Why might this be the case?
- Identify one quality for which you would like to improve as a friend. Create a goal that includes something specific you can do today to address this quality. For example, if you feel you could be a better listener, perhaps your goal is to sit with a friend at lunch and ask them to tell you honestly what you can do so they feel heard more often when you are with them.

7.11

## Integration Grid:

<b>English Language Arts</b>	<p>Relate qualities of a positive friendship with qualities of a well-written thesis or story.</p> <p>Consider also comparing and contrasting the qualities of different types of writing (i.e. expository, narrative, argumentative, informational).</p>
<b>Mathematics</b>	<p>Ask students to suggest qualities that constitute a good mathematician or a good math student.</p> <p>Have them rate themselves on a likert scale for each of the qualities. Devise math statements using the data they compiled from their self-assessment.</p>
<b>Science</b>	<p>Compare the qualities of a friend to qualities and characteristics of rocks and minerals. Create a scale to showcase characteristics of rocks and minerals from least to highest quality.</p>
<b>Social Studies</b>	<p>Provide a list of qualities of different forms of governments, economies, neighborhoods, countries, etc. Encourage students to identify what they perceive to be the top five positive qualities in each (i.e. if they could create their own government, economy, etc.) Have students compare and contrast their list with peers and then governments, economies, etc. studied in class.</p>
<b>Encore</b>	<p>Music: Relate the qualities of friendship identified in the activity to qualities that determine “good” music. Ask students for their input, acknowledging that different styles of music might have different qualities that make it “good.”</p>

7.11

# Quality Friendships

Athletic	Good Listener
Popular	Brave
Good Looking	Trustworthy
Smart	Creative
Wealthy	Sense of Humor
Kind	Life of the Party
Respectful	Truthful
Interacts Comfortably with Adults	Has Exciting Stuff to Do
Religious	Cheerful
Fill in blank: _____	Fill in blank: _____
Fill in blank: _____	Fill in blank: _____



## Service Core Values Discussion

**Activity Description:** Students will explore a personal core value, share that value with another, discover what the common core values in the group are, and how those common core values can motivate us to serve.

**Group Size:** Partnerships, to Four's, to Eight's

**Time Frame:** 20 Minutes

**Objectives:** The students will be able to:

- Authentically share a core value with another partner
- Find the common themes in common values among the class
- See how relying on common core values can motivate us to serve

8.3

**Multiple Intelligence(s) Addressed:**

- Interpersonal
- Verbal-Linguistic
- Intrapersonal

**Standard(s) Addressed:**

**16.1.8.A** Assess factors that influence emotional self-management and impact relationships at home, school, and community.

**16.1.8.C** Analyze adverse situations and identify appropriate protective factors and coping skills.

**16.1.8.D** Apply goal setting into academic decisions.

**Materials:** No materials needed

**Directions :**

- Have students find a partner and sit facing that partner.
  - Encourage students to find a partner that they want to know more about, and who they feel they can have a brief but meaningful conversation.
- Give the students five minutes to answer the question, “What is your core value?”
  - Focusing on going beyond just surface statements to a deeper meaning of why something is a core value in life.
    - Something that if you did not have, you would not feel like the same person.
  - Give students an actual example of what this discussion should sound like, using a real example from your life/experience.
    - Loyalty
    - Trust
    - Support
    - A common answer for students is “friends and family”. Ask students to go deeper than just this, what is it specifically that friends and families do and mean that make them a value in life.
- Have each partnership join with another partnership, creating small groups of 4 seated in a small circle.
  - Each member of that small group of 4 should share what their core value is.
  - The same depth does not need to be pursued in the conversation. The goal is to have each group come up with the common themes among their group.
  - Each group should choose a spokesperson that will report out their common core values.

8.3

- Post these answers up on the whiteboard.
  - As answers are being posted up, if there are duplicates, reinforce that this is a positive thing. It means that the group is expressing shared core values.
- Have each group of 4 join with another group to create small groups of 8 in order to progress to the processing question.

**Processing Questions:**

- How do our core values motivate us to serve others?
- How do our core values help us make positive decisions in our personal and academic lives?
- What are some specific ways we can live our core values through service?

**Integration Grid:**

8.3

<b>English Language Arts</b>	Examine the purpose and value of peer feedback on writing. Engage students in a practice run or model what effective, constructive feedback looks like and sounds like. Be aware that one’s writing topics and style of writing is often reflective. Relate to professional journal articles that are peer reviewed.
<b>Mathematics</b>	Draw comparisons of core values to focus in geometry (conic structures - circles, ellipses, parabolas, hyperbolas, and ovals). Examine how the words “constant” and “consistent” apply in both cases.
<b>Science</b>	Draw comparisons of core values to the nucleus of an atom. Evaluate the structure and function for both cases.
<b>Social Studies</b>	Ask student to brainstorm the term “citizenship” in groups. Process responses and evaluate how “service” aligns with their definitions. Examine ways in which students can be of service in their school, home, or community and how their service aligns to being a “good citizen.”
<b>Encore</b>	Business: How can a businessperson protect his/her assets yet still maintain a thriving organization? How does one determine or establish that balance.