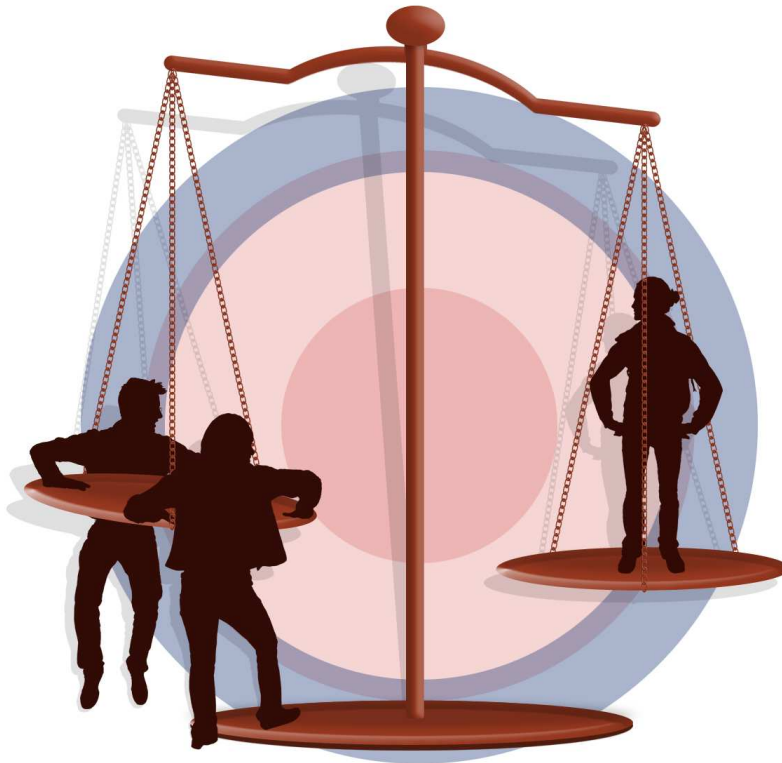


# ***Fairness***



# ***Character in Action***



# ***Fairness***

## ***Character In Action***

### **Table of Contents**

How to Use this Character Ed Program	4
Reflections on Fairness	6
Fairness Video Guidelines	9
Fairness Video Questions	10
Fairness Video Summary	12
Pre/Post-Video Quiz	16

### **Fairness Video Student Worksheets**

What is Fairness	18
That's Not Fair!	19
Juan Obed Silva—Part 1	20
Picked Last?	21
Don't Get Mad—Get Even?	22
Bullying is Not Fair!	23
Questions for Segment #1	24
Does Fair Mean Equal?	25
Some Have More than Me	26
Jeannette's Story	27
Some Have It but Don't Use It	28
Albert's Story	29
Questions for Segment #2	30
What to Do When Life Gives You Lemons	31
Juan Obed Silva—Part 2	32
Aidee's Story	33
Questions for Segment #3	34
Balancing the Scales of Fairness for Others	35
Double-Bag Lunch Program	36
Nick Vujicic's Story	37
Questions for Segment #4	38
Letter to Myself Concerning Fairness	39



## Fairness Lessons

-  Lesson #1 .....That's Not Fair!
-  Lesson #2 .....Fairness at School
-  Lesson #3 .....Fairness at Home
-  Lesson #4 .....Being Fair with Your Friends
-  Lesson #5 .....What About Me?
-  Lesson #6 .....Life's Not Fair
-  Lesson #7 .....Let's Play Fair
-  Lesson #8 .....Conflict: It's Not Fair!
-  Lesson #9 .....Fairness in the Environment
-  Lesson #10 .....Fairness in the Community



# How to use Character Ed Tools - Fairness—Character in Action

## Overview

Fairness—it's like a set of scales and when the scales are balanced we feel like things are fair. So, what happens when we feel like the scales are "off balance?" Well, some people get angry; others refuse to do anything, some grumble and complain, and others get depressed, or turn to drugs and alcohol to numb the pain. Then there are the creative ones who start thinking about ways to balance the scales in their direction. Most people will use positive methods to balance the scales to achieve a fair deal, but others will attempt to get the scales balanced with force or by bullying others to get what they believe is their fair share.

This workbook is designed to help students consider how they are handling fairness in their lives. There will be times when they encounter an unfair situation. And it's normal for students to want to be treated fairly. At times like that, it's important to consider what they can do to alter the situation to achieve a measure of fairness. In many situations, hard work and determination can turn an unfair circumstance into a positive one. However, sometimes it's difficult to understand why no amount of effort on their part will make things better. And unfortunately, some methods used to achieve a measure of fairness results in others getting hurt.

This program will help you motivate your students to keep fairness in mind when interacting with those around them. How you handle those things you consider to be unfair will radically alter the direction of your life. One of the biggest secrets to enjoying life is accepting that which you can't change and challenging that which you can. We feel an immense sense of satisfaction when we can alter a situation to not only be fair for ourselves but for those around us as well.

This fairness program will help you present the character quality of fairness to your students in an interesting and engaging way. The DVD is a great discussion starter and we have provided you with several pages of worksheets to get the students responses to the material presented. We have also provided you with ten lessons which are loaded with tons of ideas to get you and your students talking. We are excited about the opportunities you will have to help guide your students to learn how to act fairly with those around them. But more importantly, have loads of fun and enjoy your discussions concerning this significant character quality.

## Ten Great Fairness Statements

A great way to reinforce the messages on fairness is to begin or end your class period reading these daily statements. Also, these reflections could be a reminder for you to use with the students weeks after you've ended your lessons on fairness. However you decide to use them, I'm sure you'll find these statements to be motivational and filled with great thought-provoking comments.



## **The Fairness Discussion Video**

There are several worksheets provided to accompany the discussion video. The video is broken into four distinct segments. We suggest following the discussion video guidelines provided later in the book. The students have worksheets that correspond with each segment of the video. These worksheets and discussion questions will get your students thinking and talking about how to respond to unfairness and how to be fair with those around us.

## **Lessons 1 Through 10**

Each lesson contains tons of interesting insights and thoughts to get your students talking for hours and hours on end about fairness. Okay, maybe we're exaggerating a bit but this **will** get your students talking.

### **Activities**

This workbook contains multiple activities for each lesson. Use as many of these ideas as time or resources permits. Our goal is simply to get your students talking, thinking, and acting on what, when, and how to be fair and respond to the unfairness they will encounter in life.

### **The Lessons**

Each lesson is packed with thought-provoking content to get your students talking. An interesting comment is then followed by open class discussion. We think you'll find it fun to see what your students think fairness means in different situations.

### **Biographic and Historical Data**

We thought you could use some real examples of people and historical events involving fairness. With each lesson you'll find whole bunches of data on a real person or event demonstrating fairness.

### **Worksheets**

Several worksheets are provided for each lesson to get your students' feedback as they reflect on what they have learned.

## **Some Legal Thoughts**

Copyrights and all that jazz. You know the drill. These lessons and discussion video are owned by Character Ed Tools, so don't copy them. If you want more videos or books or a license to use these materials school wide, just give us a yell, we've got solutions. But when it comes to those worksheets? Copy tons of the worksheets (well, perhaps not tons since we are supposed to be saving trees, but you get the idea). Let's get those students writing and reflecting on what they have learned. And most important of all, let's have fun learning about fairness!



# Daily Reflections On Fairness

## LESSON 1: THAT'S NOT FAIR!

At some point in time just about everyone has said, "That's Not Fair!" What we're really saying is, "That's not good for me!" But you know what? Life won't always be fair. One of my favorite lines concerning fairness comes from the movie *The Princess Bride*. One of the main characters speaking to the Princess says, "Life isn't fair Princess. And anyone who tells you otherwise is trying to sell you something."

Life will be filled with the "good" and the "bad." Your happiness will be directly related to how you handle that which you consider to be fair and unfair.

## LESSON 2: FAIRNESS AT SCHOOL

Early on in the course of life it becomes painfully obvious that life's not fair. One person listens intently in class and puts in long study hours at home to manage a C grade, while another puts in little effort and breezes by with an A+. It doesn't seem fair and it doesn't seem right. But you know what? There will always be someone out there who is taller, smarter, or faster than you. However, it takes more than natural size, talent, or ability to become a champion. So come on, work hard, dream big, and achieve your goals.

Former heavy weight boxing champion Muhammad Ali stated it this way, "Champions aren't made in gyms. Champions are made from something they have deep inside them: A Desire, A Dream, A Vision."

## LESSON 3: FAIRNESS AT HOME

There will be those moments when we feel like things are unfair at home. Our relationships with those at home may be stressed at times, but we should be thankful for those relationships. I think people that have a brother or sister don't realize how lucky they are. Sure, they fight a lot, and you may feel like you have more chores to do than the others, but it's comforting to know someone is always there, somebody that's family. Families are like fudge. Mostly sweet with a few nuts..



## **LESSON 4: BEING FAIR WITH YOUR FRIENDS**

Reciprocate is a big word that means to give or feel toward each other. When two people respect each other their respect is reciprocal. When a person does an act of kindness towards us we can reciprocate by doing something nice to them. Reciprocation is a big part of what it takes to be fair with our friends. Let's treat our friends like we would want to be treated.

## **LESSON 5: WHAT ABOUT ME?**

Most of the time when considering what we think is fair, we're really thinking, "What about me? Will it be good for me?" It's "me, me, me." "How will this impact my life?" But too often we get so caught up in thinking about ourselves, and the difficult situation we're going through, that we miss out on what could have been.

Thomas Edison once said it like this, "Some people miss so many opportunities out there because it is dressed in overalls and looks like work."

## **LESSON 6: LIFE'S NOT FAIR**

Expecting the world to be fair to you because you are a good person is like expecting the bull not to charge because you are a vegetarian. Life will be unfair at times. Everybody has difficult years, but a lot of times the difficult years end up being the greatest years of your entire life. The difficult years may not seem fair but those tough times will challenge you to grow and establish deeper character qualities into your life, giving you the ability and confidence to succeed tomorrow.

## **LESSON 7: LET'S PLAY FAIR**

Babe Ruth, a famous New York Yankee baseball player stated, "The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime." Success in life will come if you learn to play fair and work together with those around you.

## **LESSON 8: CONFLICT: IT'S NOT FAIR!**

General Dwight D. Eisenhower, the 34th President of the United States once said, “Though force can protect in emergency, only justice, fairness, consideration and cooperation can finally lead men to the dawn of eternal peace.” Attempting to achieve a measure of fairness with force is fleeting. A true long lasting sense of fairness comes with the mutual respect of everyone involved.

Let's work together to make this a fair conflict free day for everyone around us.

## **LESSON 9: FAIRNESS IN THE ENVIRONMENT**

What is your carbon footprint? Well, a carbon footprint is the number of greenhouse gas emissions that are directly or indirectly the result of your actions. Everyone has a carbon footprint. You can't help it. Your breathing is releasing carbon dioxide—a greenhouse gas—into the atmosphere. Okay, you shouldn't stop breathing to reduce your carbon footprint, but you can do something to reduce your number of greenhouse gases emitted into the atmosphere. Recycle, reuse, or reduce the amount of stuff you purchase or consume and you'll be on your way to making the planet a better place to live.

## **LESSON 10: FAIRNESS IN THE COMMUNITY**

Fairness in society only works if everyone agrees to work together towards a common goal. We should never expect others to do what we are unwilling to do ourselves. Eleanor Roosevelt, former first lady of the United States, stated it like this, “It's not fair to ask of others what you are unwilling to do yourself.”





# Fairness Video Guidelines

The Fairness video is divided into four distinct segments. The video will have on screen questions following each segment. Those questions are printed for you on the next page. Please take time to discuss these questions with the students and add your own personal experiences concerning fairness. The following guidelines are how we would use these worksheets and video with your students to help them understand how to cope with unfairness and how to be fair with others.

## **Fairness Discussion Video Guidelines**

Take the Pre-Fairness Video Quiz

Open Discussion

Complete Worksheets #1 & #2

### **Watch Video Segment #1**

Discuss On-Screen Questions for Segment #1

Complete Worksheets #3 through #7

Open Discussion

Complete Worksheet #8 & #9

### **Watch Video Segment #2**

Discuss On-Screen Questions for Segment #2

Complete Worksheet #10 through #13

Open Discussion

Complete Worksheets #14

### **Watch Video Segment #3**

Discuss On-Screen Questions for Segment #3

Complete Worksheet #15 through #17

Open Discussion

Complete Worksheet #18

### **Watch Video Segment #4**

Discuss On-Screen Questions for Segment #4

Complete Worksheet #19 through #22

Take the Post-Fairness Video Quiz



# Fairness Video Questions

The Discussion Video has several on-screen questions following each segment. Those questions are as follows:

## Questions for Segment #1

1. Life isn't fair. Some will have more and others will have less. Talk about some of the positive and negative methods we use to handle the unfairness we encounter?
2. Obed believed being popular would increase his ability to control the unfairness of life. He pursued the life of a gang member to make this happen. How did his attempts to get a fair deal hurt the people around him?
3. Putting others down to build yourself up is one method a bully uses to cope with their feelings concerning unfairness. Talk about other negative methods a bully might use to make life more difficult for another person. What can you do to help those who are being bullied like this?

## Questions for Segment #2

1. Jeannette didn't have the same opportunities to improve her soccer skills as many of the other girls on her team. Talk about the unfair advantages that others at your school have playing sports or doing schoolwork. Can hard work and determination to succeed actually help you to overcome those disadvantages?
2. Albert Cid had the natural size, intelligence, and skill necessary to excel, both on the football field, and in the classroom. However, he lacked the desire to put out the effort needed to improve. When he began studying and doing his homework his grades went up. When he started working hard during football practices, his performance improved. Discuss situations in which natural abilities become less important than hard work and determination.

## Questions for Segment #3

1. Life isn't like a video game; you can't just go back and start over as if nothing ever happened. Obed couldn't change what he'd done in the past or what his past had done to him. But he could start today to make his tomorrow the best it could be. Talk about what you can learn from Obed's example.



2. Aidee has been blind since the age of two. While most people consider this to be unfair, Aidee has decided to focus on what she can do rather than what she can't. Why do so many people complain about the obstacles they encounter in life? What happens when you continually focus on what you can't do? What happens to your overall attitude about life when you focus on what you do have or what you can do?

#### Questions for Segment #4

1. The students at Holy Name of Mary School recognize the need to help others who are going through hard times. They are making a big difference in their community by bringing an extra lunch to school on one Thursday of each month. Talk about those people in your community who are less fortunate than you. What types of activities could the students at your school do to help them?
2. Nick Vujicic was born with no arms and no legs. Most of us would consider this to be extremely unfair. However, Nick feels fortunate to be alive. He doesn't take anything for granted and works hard to encourage others to enjoy life. How do your own limitations affect how you view your life? Talk about what you can learn from Nick's positive outlook.



# Fairness Discussion Video Summary

## Overview

Early on in the course of life it becomes painfully obvious that life's not fair. One person listens intently in class and puts in long study hours at home to manage a C grade, while another puts in little effort and breezes by with an A+. It doesn't seem fair and it doesn't seem right. Life has dealt everyone a different set of cards. It's what we do with those cards that makes the difference. Fairness will challenge your students to focus on their potential instead of their limitations. They can either choose to achieve a perceived fairness by knocking others down with words and actions, or they can recognize the value in their unfair circumstances, using them as opportunities to improve their lives.

## How To Use the Fairness Discussion Video

In the next few pages of this book you'll discover our recommended guidelines for using this Character Ed Tool. We suggest following the discussion video guidelines to get the most out of the program. The video is broken into four distinct segments. Each segment concludes with a few discussion questions that will help you lead a discussion on the material just viewed. Worksheets are provided that correspond with each segment of the video for the students. These worksheets will help you evaluate how well the students are understanding the material. If you only have a limited amount of time to teach this character topic you may decide to have the students watch only a few segments of the video. Either way, these worksheets and discussion questions will get your students thinking and talking about what it takes to cope with unfairness and interact with others in a fair manner.

## Summary of the Fairness Discussion Video

### **Section #1: That's Not Fair!**

Fairness, it's kind of like a set of scales. And when the scales are balanced, we feel like things are fair. But what happens when we feel like the scales are "off balance?" Well, some get angry, stubborn, depressed, or turn to drugs and alcohol to numb the pain. Others get creative, searching for ways to make things fair by balancing the scales back in their direction. However, a problem occurs when they're trying to make things fair for themselves because they don't always think about how their actions may be hurting those around them.

It's not uncommon for us to take drastic measures to balance those scales when we feel like things are really unfair. The frustration builds when our attempts to get our fair share fail. At times like that,

we may resort to using force or negative words in order to make things fair. We start acting like a bully, pushing others around, picking on them, and calling them names to feel better about ourselves. We're cutting others down to build ourselves up.

Juan Obed Silva wanted to be popular, to be a name everyone in his neighborhood recognized, to be a legend. He recognized that people with the most power in his neighborhood were the ones who belonged to a gang. So he started hanging out with those who could help him achieve his goal. He did not worry about how his desire for power would hurt those around him. He was solely concerned with balancing the power in his direction by earning a powerful reputation.

### Questions for Segment #1

1. Life isn't fair. Some will have more and others will have less. Talk about some of the positive and negative methods we use to handle the unfairness we encounter?
2. Obed believed being popular would increase his ability to control the unfairness of life. He pursued the life of a gang member to make this happen. How did his attempts to get a fair deal hurt the people around him?
3. Putting others down to build yourself up is one method a bully uses to cope with their feelings concerning unfairness. Talk about other negative methods a bully might use to make life more difficult for another person. What can you do to help those who are being bullied like this?

### Section #2: Fair or Unfair Advantages

There are positive ways to approach the unfairness we encounter in life. It starts with accepting the fact that life isn't fair. Things will never be equal. Think about it. Do we really expect a 4 year old to have the same responsibilities as say a 16 year old? No way! That wouldn't be fair. Likewise, there will always be some who have more than we do and others who have less. It may not be "fair" but "it is" the way "it is." We can gripe and complain about our situation or we can do something to change our circumstances. Positive change happens when we get out there and do something positive to improve our lives.

Jeannette Gamboa, a star soccer player for Baldwin Park High School, didn't have the same opportunities to improve her soccer skills as the other girls at her school. Most of the girls played on year round soccer clubs but this wasn't an option for Jeannette. She didn't view it as unfair. Instead, she accepted it and worked hard to improve her skills. She rose above her circumstances, ending her senior season with 18 goals and 7 assists!

Albert Cid had the natural size, intelligence, and skill to excel in both the classroom, and on the football field. What he lacked was the desire necessary to put out the effort to improve. During his sophomore year, Albert's grades slipped to an all-time low and he was in jeopardy of being kicked off the football team. He finally decided it was time to start putting in the time and effort needed to excel at



both school and football. Albert's grades went up when he started studying and doing his homework. When he started working hard during football practice, his performance improved.

### Questions for Segment #2

1. Jeannette didn't have the same opportunities to improve her soccer skills as many of the other girls on her team. Talk about the unfair advantages that others at your school have playing sports or doing schoolwork. Can hard work and determination to succeed actually help you to overcome those disadvantages?
2. Albert Cid had the natural size, intelligence, and skill necessary to excel both on the football field and in the classroom. However, he lacked the desire to put out the effort needed to improve. When he began studying and doing his homework his grades went up. When he started working hard during football practices, his performance improved. Discuss situations in which natural abilities become less important than hard work and determination.

### Section #3: When Life Gives You Lemons

Juan Obed Silva learned the hard way that life on the streets as a gang member wasn't what it seemed to be. He thought he could tip the scales of fairness in his direction with force, not caring who might be hurt by his actions. After spending time in jail and becoming paralyzed by a shooting, he decided to go back to school. Initially he thought of school as a painful experience but has since discovered it's much easier than the life of a gang member. Today, Obed is balancing the power to achieve fairness by using his mind and being a role model for others. He has now discovered a love for writing and is currently working on his doctorate in English.

Aidee Campa has been completely blind since the age of two. Most of us would consider this unfair, but Aidee has a different point of view. Instead of thinking "Why me?" she considers all that she can do. She sings and performs in a children's choir, she plays guitar, and has excelled at playing the piano. Her piano teacher notes, "We all have limitations and we all have potential." He feels Aidee has only begun developing her potential as a piano player and expects her to be an exceptional pianist in the future.

### Questions for Segment #3

1. Life isn't like a video game; you can't just go back and start over as if nothing ever happened. Obed couldn't change what he'd done in the past or what his past had done to him. But he could start today to make his tomorrow the best it could be. Talk about what you can learn from Obed's example.
2. Aidee has been blind since the age of two. While most people consider this to be unfair, Aidee has decided to focus on what she can do rather than what she can't. Why do so many people complain about the obstacles they encounter in life? What happens when you continually focus on what you can't do? What happens to your overall attitude about life when you focus on what you have or what you can do?



## Section #4: Balancing the Scales for Others

Life is not always fair. Sometimes we can make things fair with hard work and effort, and other times no amount of effort on our part will make things better. The big secret to happiness in life is how we handle the unfairness we encounter in life. Everyone goes through unfair periods in life. But we don't have to go through these moments alone. Wouldn't it be great if we could help others when they go through those adverse moments?

That's exactly what these students at Holy Name of Mary School are doing in their neighborhood. The whole school is involved in the Double-Bag lunch Program. One day each month, the students bring a second lunch with them to be delivered to a homeless shelter. The students are actively involved in separating the various items in the lunches and distributing them to the local homeless shelters. This program helps them appreciate what they have and develops a desire to serve others who are less fortunate.

Nick Vujicic was born with no arms and no legs. The unfairness is painfully obvious. He went to a mainstream school where he saw the other kids playing soccer and riding bikes. He felt left out and alone. Nick's mind was full of questions; "Why me? Where's my future? Where's my hope?" Eventually, Nick came to realize that he had so much to be thankful for. Even though activities like playing catch were impossible for Nick, he didn't let his disability stop him from enjoying life. Since graduating college with a double major, he has been motivating millions to be thankful for what they have while pursuing their own dreams.

### Questions for Segment #4

1. The students at Holy Name of Mary School recognize the need to help others who are going through hard times. They are making a big difference in their community by bringing an extra lunch to school on one Thursday of each month. Talk about those people in your community who are less fortunate than you. What types of activities could the students at your school do to help them?
2. Nick Vujicic was born with no arms and no legs. Most of us would consider this to be extremely unfair. However, Nick feels fortunate to be alive. He doesn't take anything for granted and works hard to encourage others to enjoy life. How do your own limitations affect how you view your life? Talk about what you can learn from Nick's positive outlook.

