

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	20 Years from Now...will I still play fair?
Focus:	Fairness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper for each student
- Supplies for students to draw, paint, color, etc

Opening

State the objective

Today we will:

- Discuss what fairness looks like as adults
- Imagine what we will be 20 years from now and how we will view what is fair (or not)

Gain prior knowledge by asking students, “What do you know about _____?”

What do you want to be 20 years from now? What makes you want to have that job? What kinds of hobbies do you think you would have 20 years from now?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

1. Ask students how they think adults need to act to be fair in their lives.
 - a. Are there some adults that choose not to act fairly?
 - b. What kinds of things could happen if adults choose to not act fairly?
2. Now have students think again about what kind of career or job they would like to have. Chart the various careers shared by the students. In partners, have students share their desired career and how they think they need to act fairly if they had that job.

Students practice (“You do”)

3. Have students silently imagine themselves in their desired career. Tell them various scenarios and then ask for some responses. Be sure to drive the conversation back to the issue of fairness, and how they are defining fairness as an adult (Does money have a lot to do with things? Family? Having a successful career? What about the perspective of other people?)
 - a. Example scenario: “You are starting to have great success in your career. There is an opportunity for a promotion (or to move up in your company and gain even more success), so you interview for the position. You get the job, but then realize the job is all the way across the country in a place you’ve never been. Is it fair to make your whole family move across the country just so you can take the job?”
 - b. Example scenario: “You interview for a promotion and know that you are a being looked at for the job. There is even talk from your co-workers and hints from your boss that the job is going to be yours. You interview well, but then

*Activity → Teachable Moment(s) throughout

→ Ask students, “What do you need to do to get that job? What kind of schooling or studying do you need? What kind of training and experience do you need?”

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p>find out that you didn't get the job because you are _____ (fill in the blank: a female; of color; a mother; a father; too old; too young; or even no explanation – you just didn't get the job). What do you think the fairness is in this situation?"</p> <p>c. Example scenario: "You have a job and a family. One of your kids is great at sports and loves playing on competitive teams. But all of the equipment and practice and traveling is expensive. Your other kid is younger, and is discovering that he or she has a gifted musical talent and wants to pursue a musical instrument. The instrument is expensive, as well as the lessons and classes. Both activities take up lots of time for the entire family. How do you work this situation out? Can both children do what they are good at? How will you pay for the activities? How will you find the time to support your kids, your family and your job?" Have students read the policy or story.</p> <p>4. Finally, let students create a visual representation of themselves 20 years from now, and how they view what fairness is as adults. Give students the chance to share their work with others.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:

Today we will:

- Discuss what fairness looks like as adults.
- Imagine what we will be 20 years from now and how we will view what is fair (or not).

Debrief

What's Important About That?: This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in character education.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

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Component:	Character Education
Grade Level:	K-5
Lesson Title:	Everyday Fairness
Focus:	Character Ed. Trait: Fairness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Copy of school handbook or afterschool handbook (that includes school or program policies) for Leader and/or various newspapers with local, state or national articles (probably more for older students)

Opening

State the objective

Today we will:

- Research and discuss the different perspectives in a school policy or news article in which fairness is in question
- Determine 2 points for and 2 points against the policy or news article (or 2 points for each different perspective)
- Brainstorm ways in which kids could go about ensuring fair policies and practices

Gain prior knowledge by asking students, “What do you know about _____?”

What do you know about school policies? What are some examples of school policies?
 What are some examples of things that you have heard or read on the news?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

1. Let students know that sometimes, policies or decisions are made with everyone’s best interest in mind. Sometimes, though, we experience policies or decisions that may not have considered the negative impact it may have on certain people.
2. Ask students if they could think of a school policy (or a story from the newspaper) in which the issue of fairness might be in question (that is, something might be looked at as unfair)
3. Let students know that today, we are going to research that policy or story and examine the different perspectives that may have been the basis of that decision. →

Students practice (“You do”)

***Note: older students can research different policies and stories on their own or in small groups. For younger students, you may want to research and talk about one story or policy as a class.*

1. Have students read the policy or story.
2. Next, have students identify the different perspectives or people involved in the decision
3. Have students think about and discuss how each perspective might be seen as fair to the other side.
4. Have students think about and discuss how each perspective might be seen as unfair

*Activity → Teachable Moment(s) throughout

→ Ask students, “Why is it important to research all sides of a story before coming to a final decision? What does that say about a person’s character? How would other people describe you?”

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or

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<p>to the other side.</p> <ol style="list-style-type: none"> 5. Now, ask students to remember that sometimes, unfairness may be a matter of perception. Ask students to imagine themselves in both sides of the situation. <ol style="list-style-type: none"> a. What would do in this situation? How would you go about making a fair decision? 6. Now ask students, “Is it fair for kids to not be included in decision making, even when it involves them?” <ol style="list-style-type: none"> a. Ask, “Why do you think that is important?” 7. Finally, let students know that we are going to brainstorm all the ways that students can be involved in making fair decisions. Chart responses. (examples: join the school student council; join youth advisory committees; write letters to decision and policy makers like the principal, school board, local, state and national legislators; vote; etc). 	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:
Today we will:

- Research and discuss the different perspectives in a school policy or news article in which fairness is in question.
- Determine 2 points for and 2 points against the policy or news article (or 2 points for each different perspective).
- Brainstorm ways in which kids could go about ensuring fair policies and practices.

Debrief

What's Important About That? This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in character education.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Fair Friends
Focus:	Fairness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper for each student
- Supplies for student to draw, paint, etc (markers, crayons, colored pencils, etc)

Opening

State the objective

Today we will:

- Discuss what fairness means between friends.
- Talk about how we all encounter disadvantages in life, like with friends, and how we can approach them.

Gain prior knowledge by asking students, “What do you know about _____?”

What is your group of friends like?

If your friends want to do something, like what to do during recess for example, how do you go about making decisions as a group or pair?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

1. Ask students why they think it is important for a group of friends or a class to have fairness. Have students’ pair share, then ask for some responses aloud.
2. Ask students if they can think of any situations within their group of friends or class where it might seem unfair to one person. Have students’ pair share, then ask for each pair to share their response.
3. Now, ask students to remember that sometimes, unfairness may be a matter of perception. Ask students to imagine themselves in both sides of the situation. For example, if you and your friend Diana want to go on the monkey bars during recess, but Tony wants to play dodge ball, how would Diana feel? How would Tony feel? How does it make you feel?
 - a. What would do in this situation? How would you go about making a fair decision?
4. Give each pair time to share with each other, and then have each of the pairs report to the group what they discussed. →
5. Now ask students, why, even though it is amongst good friends, are there conflicts that seem unfair or disadvantage part of the group?
 - a. Ask, “Why do you think that is important?”
 - b. Ask, “What do you think that tells you about the uniqueness of all people?”

*Activity → Teachable Moment(s) *throughout*

→ Talk about the difference between compromising and consensus. Lots of people say “come to a compromise,” but sometimes, that means that someone is giving something up or giving in. Instead, if you come to a consensus, everyone involved is agreeing to the same terms. In fact, coming to an “agreement” is another positive outcome of a potentially unfair situation.

Students practice (“You do”)

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| <ol style="list-style-type: none"> 6. Now, have students create a visual representation of what fairness looks like from at least two different perspectives of a potential or real conflict between friends. Have students label each perspective. 7. If time, have students also draw a visual representation of a “consensus” versus a “compromise”. 8. When students are finished, give time for each student to share their picture and a short explanation. | |
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Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:
Today we will:

- Discuss what fairness means between friends.
- Talk about how we all encounter disadvantages in life, like with friends, and how we can approach them.

Debrief

What’s Important About That? This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in character education.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Fair Resolutions at Home
Focus:	Fairness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper for each student
- Supplies for student to draw, paint, etc (markers, crayons, colored pencils, etc)

Opening

State the objective

Today we will:

- Discuss what fairness means within a family
- Talk about how we all encounter disadvantages in life, like at home, and how we can approach them

Gain prior knowledge by asking students, “What do you know about _____?”

What is your family like? How does your family help to make a fair environment at home?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

1. Ask students why they think it is important for a family to have fairness. Have students’ pair share, then ask for some responses aloud.
2. Ask students if they can think of any situations within their family where it might seem unfair to you (for example, your older sibling gets to go to sleep an hour after you do!). Have students’ pair share, then ask for each pair to share their response.
3. Now, ask students to remember that sometime, unfairness may be a matter of perception. Ask students to imagine themselves as the parent.
 - a. What would the perspective be if you were a parent?
 - b. Would you do the same? Would you do something differently?
 - c. Why or why not?
4. Give each pair time to share with each other, and then have each of the pairs report to the group what they discussed.

Students practice (“You do”)

5. Now, have students create a visual representation of what fairness looks like at home within the family.
6. Have students share their work with the class and explain why they think it is important for a family to act in fairness. →

*Activity → Teachable Moment(s) throughout

→ If needed, think of all sides before making a decision and not blaming others unjustly, treating everyone equally, etc) and unfairness (taking advantage of other people’s mistakes or weakness; taking more than your share, letting personal preferences or other feelings interfere with decisions that should be based on something else, etc) with the class.

→ Ask students to share how they think situations that might seem unfair within your family but might just be differing perspectives help them later in life.

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Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:
Today we will:

- Discuss what fairness means within a family.
- Talk about how we all encounter disadvantages in life, like at home, and how we can approach them.

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with fairness.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Fair Resolutions at School
Focus:	Fairness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Discuss the differences between being at a disadvantage and unfairness
- Talk about how we all encounter disadvantages in life, like at school, and how we can approach them

Gain prior knowledge by asking students, “What do you know about _____?”

What do you know about the word disadvantage? What does it mean? Can you think of a time when you have been at a disadvantage or something didn't go your way?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

1. Chart responses to what students believe about the word disadvantage.
2. Explain to students that sometimes, people – kids and adults – see a situation where he or she may be at a disadvantage (or something didn't go their way) and say that it is unfair
3. Talk about how often times, unfairness is a matter of perception (it may seem unfair to one person, but not to another).
4. Review with the class what fairness means (taking turns, respecting the rules or agreements, think of all sides before making a decision and not blaming others unjustly, treating everyone equally, etc).
5. Now have students discuss what kinds of things do not promote fairness (taking advantage of other people's mistakes or weakness; taking more than your share, letting personal preferences or other feelings interfere with decisions that should be based on something else, etc).
6. Next, ask students if they can think of situation that they have or might encounter at school that they had feelings of fairness or unfairness. Chart answers on the board. (Example, student remembers completing his homework and putting it on the teacher's desk, but the teacher can't find it anywhere, even though she carefully collected everything on her desk. Student and teacher are going to meet to discuss resolutions after class).

*Activity → Teachable Moment(s) throughout

→ Ask students, “What emotions do you feel when you think that you have been treated unfairly? What are some strategies that you use to help you calm down and respond reasonably?”

Students practice (“You do”)

7. Now, have students break in to small groups or partners and choose one of the scenarios or examples from the board.

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| <p>8. As a small group or pair, they are going to discuss how they would respond to the situation and if they could determine whether or not the situation was unfair, or if the student was just at a disadvantage or something didn't go exactly his or her way.</p> <p>9. Have groups or pairs share with the rest of the group.</p> | |
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Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:

Today we will:

- Discuss the differences between being at a disadvantage and unfairness.
- Talk about how we all encounter disadvantages in life, like at school, and how we can approach them.

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today about fairness.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Introduction to Fairness
Focus:	Fairness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Bag of candy with 5 less pieces than the number of students (can use other material beside candy)

Opening

State the objective

Today we will:

- Discuss the trait of “fairness” and why it is important
- Create a list of how we can show fairness
- Play an activity that lets us think about how to handle an unfair situation

Gain prior knowledge by asking students, “What do you know about _____?”

What do you know about something not going the way you want it to go or not getting something you wanted? How did you handle the situation?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) →
2. Ask students, “What is fairness?” (to treat every person with respect; giving every person equal opportunities; celebrating the uniqueness of everyone; etc) Chart their answers on the whiteboard.
3. Ask students, “Why is fairness important?” (to make sure that everyone has a chance to succeed; to make the world a safe place for everyone; etc) Char their answers on the whiteboard.
4. Ask students, “What are ways that we can show fairness to other people?” Chart their answers on the whiteboard.

***Activity → Teachable Moment(s) throughout**

→ Ask students what any of your agreements (either universal or environmental) have to do with fairness?

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Students practice (“You do”)

5. Next, pass the candy around the class in a bag or bucket and let each student know that they can each take one. When the students figure out that there is not enough candy for each person (an unfair situation), discuss the following questions:
 - a. How did you feel if you were a student that did not get a candy? How did it make the students feel that got a piece of candy?
 - b. What could be a fair solution to the problem?
 - c. Can you think of another situation when people might feel left out? What could be a fair solution?

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Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:
Today we will:

- Discuss the trait of “fairness” and why it is important
- Create a list of how we can show fairness
- Play an activity that lets us think about how to handle an unfair situation

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in character education.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Philosopher's Stone (adapted from Teaching Tolerance)
Focus:	Fairness

Materials:

- Whiteboard or chart paper
- Dry erase markers or markers
- Stuffed animal or soft ball to toss to students
- Paper or whiteboard for each student

Opening

State the objective

Today we will:

- Share the different perspectives within our class of a topic or topics
- Learn that there are many different philosophies or ideas and how each should be respected

Gain prior knowledge by asking students, "What do you know about _____?"

What is a philosophy? Who do you know that is a famous philosopher?

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

1. Divide the desks into "Yes" and "No" sides of the room.
2. Start by writing a question on the whiteboard (depending on the age, maturity and experience with the subject). For example, "Should people be allowed to walk barefoot in public?" (Other questions might include, "Should the Pledge of Allegiance be required in school?" or "Should students be required to abide by a school dress code?" –again, depending on the maturity, age and experience of the class).
3. The students go sit in a desk on the "Yes" side or "No" side depending on how they would respond.

*Activity → Teachable Moment(s) throughout

→ Somewhere in the middle of the activity, stop and ask the class, "What is important about this activity?" Look for answers from students that include "hearing the voice of every student and all perspectives"; "it is ok to disagree"; "we can disagree in a respectful and fair way".

Students practice ("You do")

4. Next, toss the "Philosopher's Stone" (whatever your soft object is) to a student. (The only person allowed to speak is the student with the Philosopher's Stone.
5. The student then explains his or her reasoning behind their belief (or their philosophy) then tosses the Philosopher's Stone to the other side of the room. Repeat tossing the stone from one side of the room to the other to get both perspectives. →
6. Leader should record responses visually.
7. After one topic has been exhausted, older students can write a persuasive paragraph explaining their philosophy on the topic. Younger students can write a sentence.
8. Repeat the activity with another topic, if time.

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9. At the end, ask students what this activity has to do with fairness.	
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Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:
Today we will:

- Share the different perspectives within our class of a topic or topics.
- Learn that there are many different philosophies or ideas and how each should be respected.

Debrief

What's Important About That? This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in character education.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	You Be the Judge
Focus:	Fairness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Book or story recently read as a class (one that the entire class is familiar with) – or made up scenarios if no book is available

Opening

State the objective

Today we will:

- Role play a mock trial to discuss an unfair situation
- Decide on a fair sentence to the situation

Gain prior knowledge by asking students, “What do you know about _____?”

What do you know about a trial? Who is involved in a trial? Why are they important?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

1. Discuss the players involved in a trial (in this activity).
 - a. Prosecution – acts in the best interest of the victim as an agent (representative) of the state; provides evidence that the person accused of committing an unfair act did, in fact, commit the act
 - b. Defendant – person accused of committing the unfair act
 - c. Defense attorney – lawyer who represents the person accused with committing the unfair act; provides evidence that casts doubt (proves wrong) on the prosecution’s case
 - d. Jury – group of citizens that decides the guilt or innocence of the defendant and the sentence if decided guilty of an unfair act
2. Now, discuss the characters in the book or story. Match characters to players in the trial (for example, in Three Little Pigs, the prosecution might be a bird, even though the victims are the pigs; the defendant would be the wolf; the defense attorney might be another wolf; the jury would be made up of other animals). (If just using scenarios, make up characters in the scenario)...
3. Now, talk about the role of fairness in a trial. Who is upholding fairness?

***Activity → Teachable Moment(s) throughout**
 →Ask students if they see this structure of a trial for our activity is fair or not.

Students practice (“You do”)

4. Now, have students pick or assign students a role in the trial. Give students about 3 minutes to discuss or think about their role.
5. The Leader acting as the judge, call the trial to order. Let each side present its case (about 2 minutes each)
6. Let the jury deliberate (about 3 minutes) and have them announce the verdict. Ask for

→Ask students if there has ever been a time where they have had to “decide” on the innocence or guilt of somebody or some situation.

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<p>a few explanations of their verdict.</p> <p>7. To get the entire class involved, have students get in to small groups or pairs and discuss an appropriate sentence for the verdict. Have groups or pairs share out their ideas. Talk about how each group or pair decided on the fairness of the sentencing.</p>	<p>How did they base their decision and why is that important to think about?</p>
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Closing
Review
<p>Ask students what we learned today.</p> <p>Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives: Today we will:</p> <ul style="list-style-type: none"> • Role play a mock trial to discuss an unfair situation • Decide on a fair sentence to the situation.
Debrief
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in character education. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

<p>Modification of lesson:</p> <p>*For younger students, you may want to discuss all of the roles of the mock trial, and perhaps draw pictures of each role</p> <p>*For older students, small to medium size groups can have their own trials, or the defense and prosecution can work in small teams. Try to have every student play a part in the mock trial.</p>
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