



Connect with Kids

Educate the mind *and* the heart

Fairness Discussion Questions, Vocabulary and Activity For Grades 3-5

CURRICULUM OVERVIEW

Fairness Segment Summary

Hunter Scott and Shaina Mangum work hard to succeed despite the unfair physical challenges they face.

Hunter Scott was born with part of his leg missing, and Shaina Mangum injured her leg in an ATV accident. People who don't know Hunter and Shaina may feel sorry for the two of them because of the unfair physical challenges they face. But Hunter has news for them: He'll be the first one in line to try something new. Hunter skis, attempts rock climbing and has even visited Peru. Shaina admits that she doesn't like the way her leg looks, but she's determined to work hard and get better. One day she hopes to do all of the things she used to do, like dancing, gymnastics and tai kwon do. Both Hunter and Shaina do not dwell on the unfair situations in their lives. Instead, they focus on doing as much as they can, the best way that they can.

Discussion Questions:

1. What character traits can you identify in Hunter and Shaina?
2. Do you feel as though life is unfair for Hunter and Shaina? Why or why not?
3. Do you ever feel as though life were treating you unfairly? Explain.
4. How did Hunter and Shaina turn what some people perceive as a negative into a positive? How could you turn a negative situation in your life into a positive one?
5. How does the phrase, "Every cloud has a silver lining," relate to the idea of fairness?

Fairness

Vocabulary Words and Definitions

Disappointed (adj.)

Definition: being unhappy because something did not happen or was not as good as expected

Context: Juanita was disappointed when she did not get the puppy she wanted for her birthday.

Fairness (n.)

Definition: the act of treating people the same; the quality of treating everyone equally

Context: To demonstrate a sense of fairness to all of her students, Mrs. Parsons gave each student one free homework pass at the beginning of the school year.

Motto (n.)

Definition: a short statement that expresses the aims or beliefs of a person, school, organization, etc.

Context: Our team's motto, "There's no 'I' in 'team,'" reflects our commitment to teamwork and working together.

Source: *Longman's Advanced American Dictionary*. Harlow: Pearson Education Limited, 2000.

Fairness

That's My Motto

Objectives:

Students will be able to

- Identify various examples of disappointments
- Discuss feelings associated with disappointments in life
- Interview people to learn how they cope with and accept disappointments in life
- Analyze interview responses
- Work with a partner to create a motto to help cope with disappointments in life

Materials:

- Pens, pencils, crayons, markers
- Paper, construction paper, card stock, poster board

Procedure:

1. Introduce this activity by sharing a personal example of a disappointment. Make sure to emphasize how unfair you felt the situation was at the time. Wrap up the example by sharing the method you used to cope with the disappointment and finally accept it. If the disappointment somehow worked out for the better, share this with your students as well.
2. Ask your students to share their personal examples of times when they felt disappointed or times when they felt that life was unfair. Ask them to also share their feelings about their situations.
3. Explain to the class that sometimes our plans do not work out the way we had hoped they would. Continue to explain that people have different ways of coping with disappointments. Ask your students to share ways that they cope with their disappointments.
4. Continue the discussion by explaining that some people choose to do more than just cope with or accept their disappointments. They will turn a negative into a positive one. Allow time for your students to share personal examples of times when they were able to change disappointing situations into positive opportunities.

Example: Hunter Scott refuses to be a victim. Instead, he is very active and adventurous. As a result, he has learned to ski, attempted rock climbing and even visited Peru.

5. Instruct your students to think about the way Hunter and Shaina Mangum presented themselves in the *CONNECT!* video segment. Ask students to suggest mottos by which Hunter and Shaina might live, based on their actions and comments.
6. Explain to your students that they will interview three people (at least one of which must be an adult) to learn about their personal disappointments. Students will compose their own interview questions to learn the following information:
 - Explanation of the disappointment
 - Feelings about the disappointment
 - Reasons the disappointment was perceived to be unfair
 - Coping strategies to accept the disappointment
 - Positive outcomes of the disappointment
7. On a date you specify, direct students to bring to class the responses to their interview questions. Allow students to select a partner, and explain that the pairs will work together to create mottos

that will help people accept the disappointments that life sometimes brings. Instruct pairs to use the responses from their interviews as inspiration for their mottos.

8. Distribute a piece of paper to each pair so that students may create a sign displaying their mottos. Encourage students to be creative both with the mottos and the signs they design. Remind the class that the signs should be visually appealing. If available, allow students to create their signs on a computer using various fonts and clip art.
9. After each pair of students completes its signs, display the creative mottos throughout the classroom.

Related Vocabulary Words

disappointed fairness motto

Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
 2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
 3. The **Fairness Assessment/Evaluation** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
 4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.
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Self-Control, Fairness and Togetherness **Assessment/Evaluation**

Name _____

Class _____

<i>Lesson/Activity</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total</i>
<i>Fairness That's My Motto</i>	No participation	Participated in class discussion	Participated in class discussion and interviewed three people	Participated in class discussion, interviewed three people, worked with partner to create original motto and designed sign with motto	

Additional comments: