



Following the Rules Unit Kindergarten • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 20 minutes

MATERIALS

Four balls or bean bags, one for each group

[Kindness Concept Posters](#): Fairness, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.K.1a-b, 2, 3 Colorado: Comprehensive Health S.3, GLE.1, EO.b; Reading, Writing and Communicating S.1, GLE.1, EO.c,f,h,i,j; S.1, GLE.2, EO.a, c-e; Social Studies S.4, GLE.1, EO.a,c,d

[Learning standards key](#)

Playing Fair

Students will be introduced to the concepts of fairness and respect.

Lesson Background for Teachers

Feelings and Emotions are two different things, but are often used interchangeably. Feelings, as the word suggests, are our physiological and expressive behaviours or reactions to our emotions. Emotions are automatic and unconscious and occur in the brain and body. The two create a feedback loop as we process what is happening.

For more information on the breadth of emotions, visit <http://www.paulekman.com/atlas-of-emotions/> for a list of emotions.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

FAIRNESS Treating people in a way that does not favor some over others.

UNFAIR Favoring some people over others.

RESPECT Treating people, places, and things with kindness.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Being in groups where they feel comfortable.
- Practicing Focusing or Problem-Solving Strategies if they are upset because the game seems unfair. Remind them to use these strategies when they feel stressed or anxious.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



Share (3 mins)

Have students share with a partner a rule we use at school to make sure everyone is safe and cared for.

Inspire

Playing Fair Game (5 mins)

*Today we are going to play a game that helps us understand what it means to play **fair**. You might notice something **unfair** about our game when we start. Hold on to your thoughts and when we are done you can share why you thought the game was **fair** or **unfair**.*

Have the class stand up and divide them into four groups with an unequal number of students. For example, have one group with two people, another group with six, another with four, another with 10, etc.

I will give a ball (or bean bag) to one person in each group and that person will throw the ball to someone else in the group. Keep throwing the ball to different people until everyone has gotten the ball one time. The first group to finish wins. Does everyone understand the rules? When your group finishes, raise your hand!

When the first group wins, tell them they did a good job. Then have the students return to their seats.

Empower

Discussion (5 mins)

Remind the students of what it means to be **fair**: treating people in a way that does not favor some over others.

Raise your hand if you thought the game was **fair**. Call on one student to explain why it was **fair**. Raise your hand if you thought the game was **unfair**. Call on one student to explain why it was **unfair**.

Write "How we can play **fair**" on the board. Then ask the following questions and write student responses on the board.

- What could we do to make the game **fair**?
- Do rules help make games **fair** and help us be kind to others?
- How do you feel when people break the rules or aren't playing **fair** in a game?
- What can you do when other people break the rules?
- Is it respectful to play **fair**?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What does "being fair" mean?
- What does it mean when you say, "that's not fair"?

Reflection Question

- How do you think being fair can help us have a kinder classroom?



The RAK paradigm is the framework for teaching and building kindness skills.



Summary

Today we learned that being **fair** is about giving everyone the same chance to succeed and do well. Rules in games and our classroom help us make sure we are being **fair** and **respectful** of others. Being **fair** and showing **respect** is the kind way to act towards others and ourselves.



Act (2 mins)

Kindness Minute

Be kind to yourself! For lunch today, eat the healthiest thing you have first.

Kindness in Action

Today on the playground, make sure the rules you use are **fair**!

