

Class 3: Ethics Lesson Plan

Materials:

- Frederick
- Paper and markers for students (many colors)
- Small whiteboard and dry erase markers
- Construction paper cutouts of mice – various shapes and sizes– x6

Goals:

- Explore fairness and the way that different actions can contribute equally to a society
- Determine whether the definition of fairness changes depending on context (equity vs. equality)
- Consider how personal biases factor into our consideration of what is fair

Timeframe (minutes):

Time	Activity
0-10 minutes	Introduction
10 - 30 minutes	Frederick
30 - 45	Mouse & pie activity
Extra time	Questions about sharing

Activities:

A. Intro

- a. Review names and favorite animals
- b. Review rules: raise hands, ask before touching, engage in respectful disagreement
- c. What is fairness?
  - i. Right vs wrong
  - ii. Sharing, not stealing, “respect”
  - iii. Is it good? Is it always the same in every situation?
- d. Stretch**– remember Horton from last week? How does an elephant behave? Act like an elephant– trunk and big, slow movements

B. Frederick book

- a. Read until winter comes
  - i. Do you think that what Frederick is doing is fair?

1. Model response– I think that it's not fair because I think they would have really liked his help
  - ii. How would you feel if you were one of the other field mice? Would you be mad at Frederick?
  - iii. When winter comes, does Frederick deserve to get some of the food that the other mice collected?
  - iv. Do you think that Frederick is helping in any way?
    1. Model response – Maybe! He isn't saying he's being lazy, so they should believe him because they're his friends
    2. Respectful disagreement – I don't think so. He isn't getting any food for the winter.
  - v. If all the mice agreed ahead of time that everyone needed to collect something for the winter, would it be unfair for Frederick to say he was collecting colors and words?
  - vi. **Draw** for 3 min– either what Frederick collected or what the other mice collected.
    1. Share what you drew
- b. Read to end
- i. Now that we've seen what Frederick was collecting, do you think that he was being fair?
  - ii. What does Frederick contribute to the other field mice?
  - iii. Now would you say that he deserves the food that the other mice collected?
  - iv. If Frederick didn't end up helping in his own way, should he still get some of the food?
- c. **Stretch**– pretend you're a mouse hibernating in a cave (curl up tight). Now pretend you're out of the cave! Stretch up to the sun.

### C. Dividing pie

- a. Start w circle (pie) drawn on whiteboard, 6 different mice:
  - i. How would you divide the pie for all the mice?
  - ii. What if one of the mice is bigger than the others?
  - iii. What if the smaller mouse is smaller because it hasn't gotten enough pie in the past?
  - iv. What if one of the mice is bringing home the pie to feed his family tonight?
  - v. What if one of the mice doesn't like pie very much?
  - vi. What if this mouse is my best friend? Should it get more pie?
  - vii. What if this mouse was mean to me before?
  - viii. Should we leave any leftover pie? Why?
- b. Hand out mice to each student and to Daisy and Annika:

- i. This is *your* mouse now. Does that change how much pie you think it should get?

D. Extra activity

- a. Has there ever been a time when you've been asked to share and you didn't think it was fair?
  - i. Maybe your favorite toy
- b. Has there ever been a time when you've wanted someone to share something with you and they didn't?

E. Conclusion

- a. Now what do we think about fairness?
- b. Does it change depending on the situation?
- c. Do we still think fairness is good?