

That's Not Fair (Story Time)

Students listen to a teacher-read story in which characters receive rewards that may or may not match their effort. At key moments, the teacher pauses the story to invite discussion and judgment. Learners reflect on fairness, effort, luck, and unequal outcomes, building moral reasoning and vocabulary that supports later lessons on work, reward, and Proof of Work.

 ACTIVITY TYPE Story time · Discussion	 DURATION 30–40 min	 PARTICIPATION Whole class
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OBJECTIVES

By the end of this activity, learners will:

- Identify situations that feel fair or unfair
- Connect effort to reward through story events
- Practice expressing opinions and emotions respectfully
- Develop early moral reasoning using real examples

MATERIALS

- One storybook selected by the teacher that includes effort and reward
- Drawing paper and pencils or crayons
- printed images of story characters, sticky notes to mark pause points in the story (*nice to have*)
- Comfortable reading area (rug, chairs, circle seating)
- Visual timer to pace discussion pauses (*nice to have*)

PROCEDURE

OPENING

1. Choose a story that clearly includes characters who work hard, characters who do not, and rewards that can be questioned (See Appendix A & B).
2. Pre-read the story and mark 3–5 clear pause points where fairness can be discussed.
3. Arrange seating so all students can see and hear clearly.
4. Prepare drawing materials for the reflection activity.

PRE-ACTIVITY

2 minutes

1. Tell students: “Today I’m going to read you a story, but we are going to stop and think while we read.”
2. Ask: “What does fair mean?”
3. Ask: “Can something feel unfair even if it follows the rules?”
4. Explain the key question for the lesson: “As we read, we will keep asking one question: *Is that fair?*”

Objective In Student’s Words

- “Listen to a story and decide if the characters get what they deserve.”

ACTIVITY

20-25 minutes

Setup

1. Show the book cover and introduce the characters briefly.

2. Tell students that you will pause during the story to think together.

Model

1. Before reading, model a fairness judgment using a simple example: “If someone works hard and gets nothing, that might feel unfair.”
2. Remind students there are no right or wrong answers, only reasons.

Carry Out

1. Begin reading the story aloud.
2. At the first pause point, stop and ask: “What just happened?”
3. Ask: “Did this character work for that reward?”
4. Ask: “Does this feel fair? Why or why not?”
5. Continue reading and repeat this process at each marked pause point.
6. Encourage students to support their answers with reasons, not just opinions.

Checkpoint

1. Halfway through the story, pause and ask: “So far, who do you think is being treated fairly?”
2. Ask: “Who is not?”
3. Ask: “Do you think this will change by the end?”

Reflection

- After finishing the story, ask: “Which part felt the most unfair?”
- Ask: “Which character worked the hardest?”
- Ask: “Did effort always lead to reward?”

FOLLOW-UP

10 minutes

1. Review the main ideas: effort, reward, fairness.
2. Ask: “What makes a reward fair?”
3. Ask: “Should everyone get the same reward, or should effort matter?”
4. Connect forward: “In future lessons, we’ll explore systems where effort is what decides rewards.”

CLOSE

1. Collect drawing materials and tidy the reading space.
2. Thank students for listening and sharing their ideas.
3. Final wrap-up message to students: “Fairness is not just about outcomes, it’s about effort and opportunity.”

NOTES

Classroom management

- Normalize emotional reactions and disagreement
- Ensure all voices are heard
- Keep pauses short and focused

Extensions & Sponge Activities

- Students draw one scene and show whether it was fair or unfair.
- Rewrite the ending to make it fairer
- Act out one scene and vote on fairness

Differentiation

- Younger students: yes/no fairness voting with thumbs
- ELL/Accessibility: visual supports and simplified questions

- Safety: seated activity, minimal movement

ADDITIONAL RESOURCES

- **A** • [Example of a suitable story](https://cdn.sanity.io/files/vje9ehw2/staging/3470ca86dde3126d485b204078a02e870c865ba4.pdf)
<https://cdn.sanity.io/files/vje9ehw2/staging/3470ca86dde3126d485b204078a02e870c865ba4.pdf>
- **B** • [Other Examples](https://cdn.sanity.io/files/vje9ehw2/staging/19b15a825611670a5571fd68ae920bc1e41b99ff.pdf)
<https://cdn.sanity.io/files/vje9ehw2/staging/19b15a825611670a5571fd68ae920bc1e41b99ff.pdf>