

Inclusiveness and Fairness Toolbox

Oftentimes kids notice injustices, like someone being excluded or someone being treated unfairly, and they know they should do something but don't feel equipped with the right tools to help. This lesson is designed to give students these tools, specifically simple words and actions, so they are ready to step in to help kids who are being left out or treated unfairly.

Inclusiveness Sub-Concept(s)

Fairness, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Tool handout
- Colored paper to create one large or several smaller toolboxes
- Markers for writing on the tools



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AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.

See last page for details.

Students will work in small groups to think of phrases (like, "You can sit with me!") or actions (like, giving someone a high five or smiling at someone in the hallway) that help them be more inclusive, fair, and kind to their fellow students. They will write these phrases and actions down on tool cut-outs which will be pasted, taped, or tacked onto a big tool box (or series of smaller toolboxes, depending on teacher's preference) bulletin board as a daily reminder for what they can do if they see fellow students who need to be included or treated fairly.

Project Details:

To prepare for this project, remind students about the key concepts you learned about in this unit; what inclusiveness is and what it looks like (provide examples, like inviting people to join a game at recess or to sit with you at lunch) and what exclusiveness looks like (which can be either actively excluding someone [i.e. telling someone they cannot join in or sit by you], or ignoring it when we see this exclusive behavior from someone else). Remind them of how Emelio tried to exclude Brian from the class project but Justin reminded them that they could have 3 group members and invited Brian to join in. Justin saw an exclusive behavior and used a tool to help include Brian. Talk, also, about what fairness looks like: Care + Share = Fair.

Explain to students that we are going to build a toolbox that has the words to say and actions to take to be more inclusive and to be more fair to others at school. Explain that sometimes we know we should do something to include others or to treat them fairly when we see them being left out or treated unfairly, but we aren't exactly sure what. This project will help remind us what to do and what to say when we are in these situations.

Bulletin Board Options:

One large toolbox for all situations: Allow students to create tools they can use for any situation; this means students will need to know which tools to use and when (an inclusive phrase for the playground versus an inclusive phrase to use at lunchtime).

Several smaller toolboxes: Use one for the playground, one for the classroom, one for the lunchroom, etc., and add toolboxes as needed. This allows students to better categorize when certain phrases or actions might be better suited on the playground ("You can join our team!"), or the classroom ("I will be your reading buddy."), or the lunch room ("You can sit with us!").

Instructions:

Put students into small groups of three or five (keep the numbers odd to observe how they include everyone when there is naturally an “odd man out”). Or, let students select their groups and observe how they make sure everyone is included (see what they have learned). Depending on the bulletin board you create, students will either make tools for specific situations or for any situation.

Give each student a tool handout. Have students cut out their tool and brainstorm as a group what they could write on their tool as an action item or kind phrase to encourage fairness and inclusiveness. Use some of the examples from #2 above in a large group setting, float the room to help kids struggling, or brainstorm more ideas at the beginning before breaking up into groups.

The goal is to have a variety of phrases and actions, but it’s okay if the same phrases or action ideas are repeated. Seeing these more than once will help reinforce the concepts for kids.

When everyone is done with their tool, groups can present their tools and ideas and put their tool “in” their respective toolboxes (or in the “master” toolbox, if you are using just one). Make sure the toolbox(es) is in a prominent place in the classroom where students will see and remember the phrases and actions.

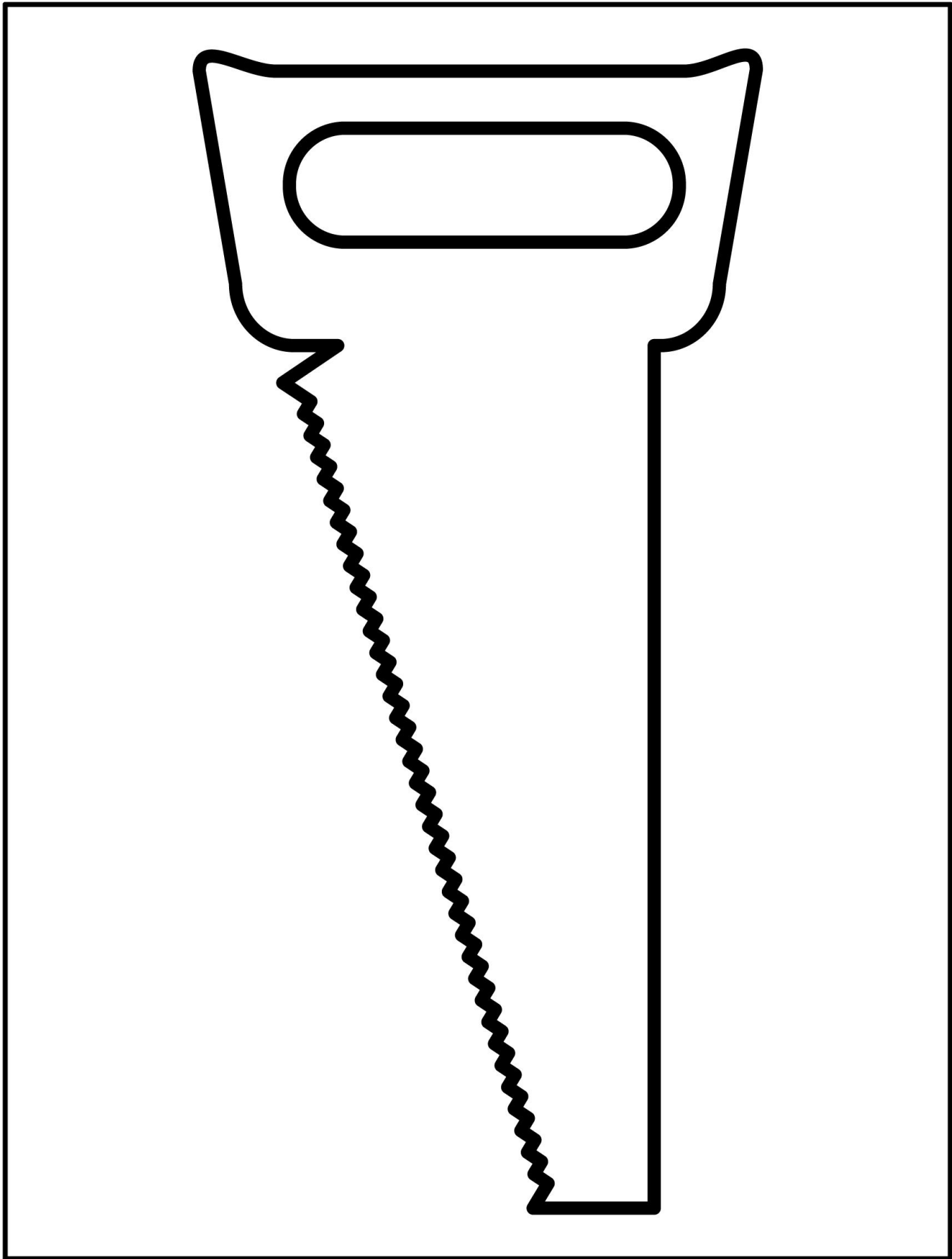


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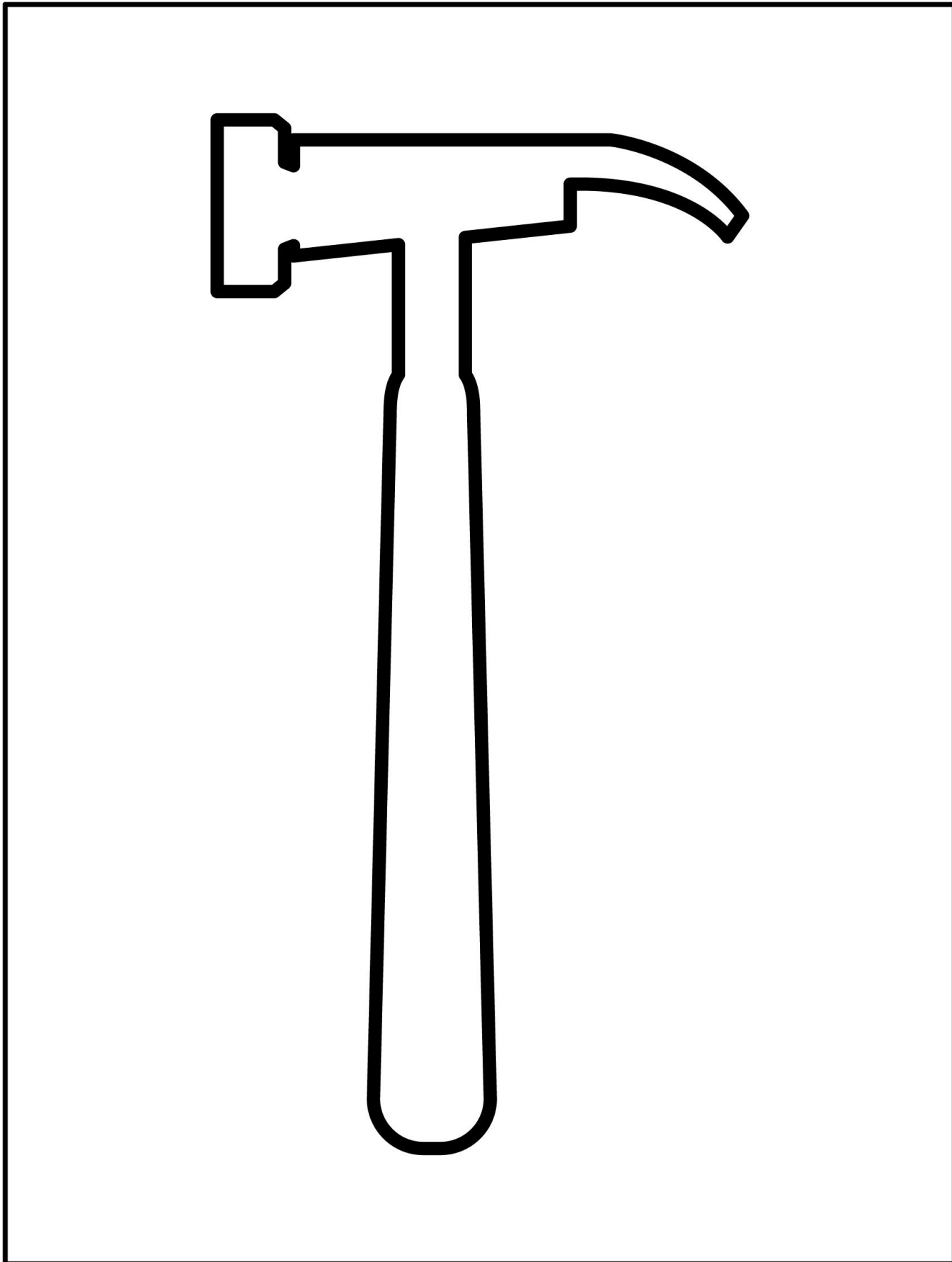
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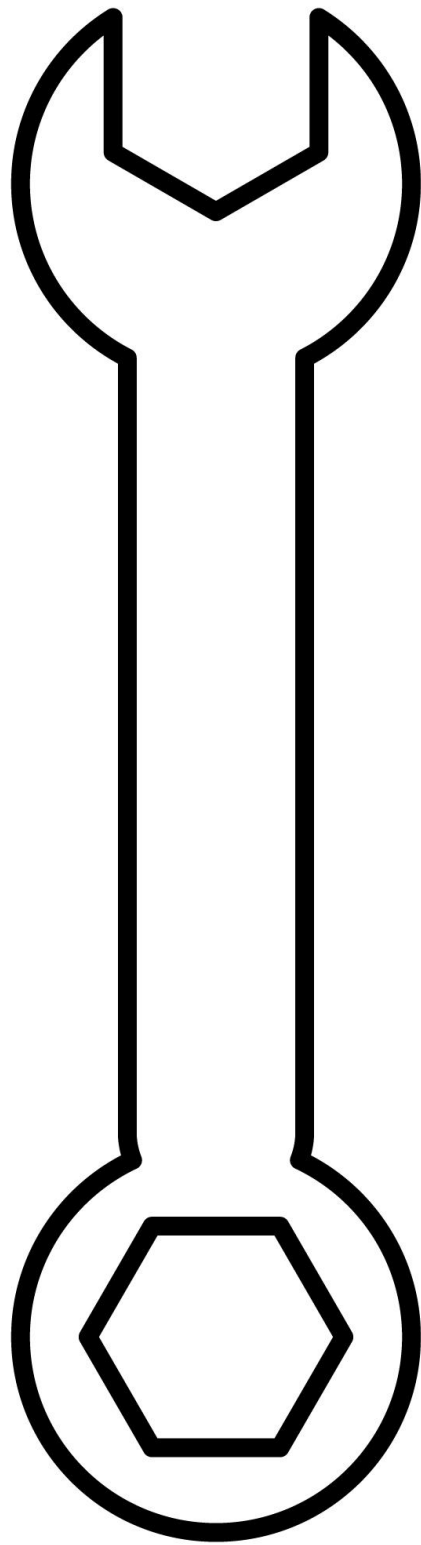
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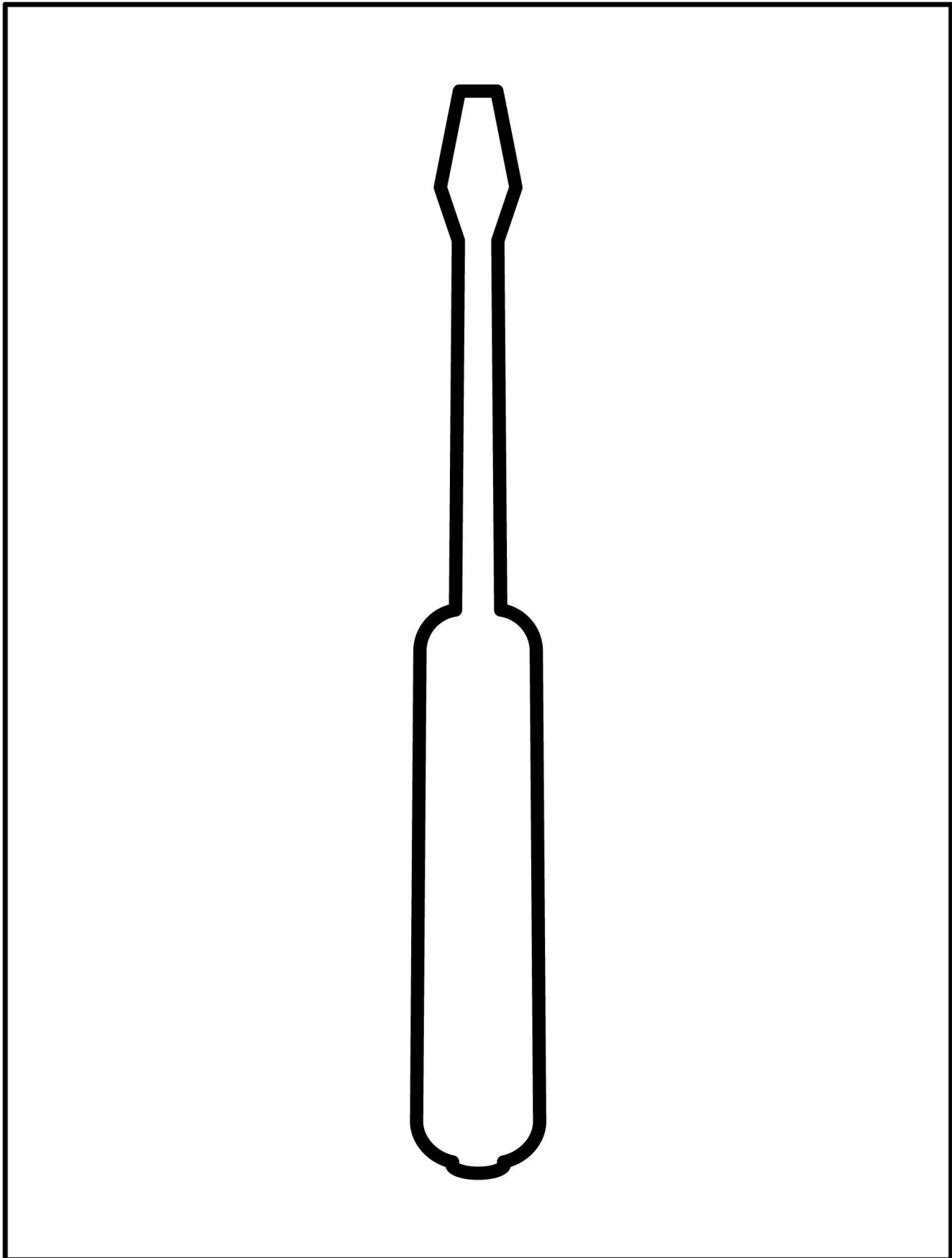
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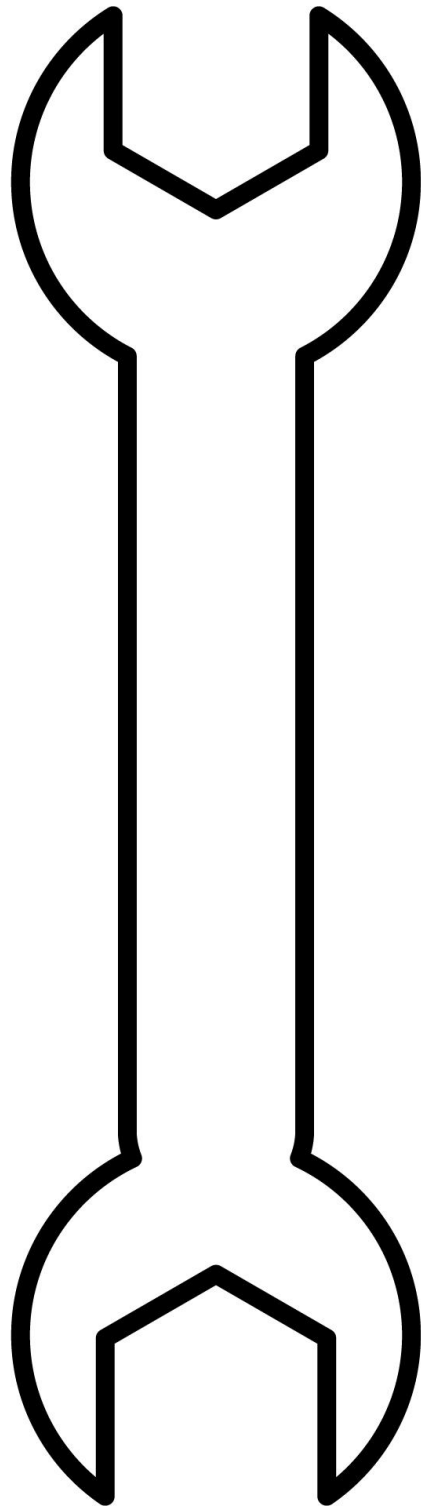
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