

Inclusiveness Investigation

This lesson kicks off the Inclusiveness Unit and gives students an opportunity to evaluate the qualities of a true friendship. It also lets students see inclusiveness in action and gives them a model for how to see the value in everyone.

Inclusiveness Sub-Concept(s)

Kindness

Lesson Timeframe

45 minutes

Required Materials

- Computer/smart board to project the video clip
- Old magazines that students can look through/cut out
- Paper/journal

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



**DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.**
See last page for details.

Lesson Objective

Students will:

- Explore what true friendship looks like.
- Name some of the qualities of a true friend.

Teacher Connection/Self-Care

The topic of inclusiveness is often overlooked once we reach adulthood. We seem to falsely assume that loneliness, bullies, and cliques are a thing of the past. However, it is just as difficult, if not more so, once we have developed our own comfort levels on different hot button topics, personality types, and overall approaches to life. They say you can't teach an old dog new tricks, but that's not true! It might be harder, but we CAN and SHOULD strive to grow in kindness daily. This week, examine your surroundings at school carefully. Are there any new teachers that you are unfamiliar with? Maybe YOU are that new teacher and are feeling exceptionally shy. Identify 3 people this week to include in some capacity. Perhaps it's the old "saved you a seat" at lunch adage, an invite to walk the playground during lunchtime, or even a morning coffee to brighten their day! Your efforts to include others will definitely increase the kindness quotient in your school exponentially.

Tips for Diverse Learners

- Give students a little longer time to think before answering the questions.
- Pair students with a partner who writes down their responses on the poster or in their RAK journals.



Share

3-5 minutes

Turn to the person next to you and tell them about the qualities you look for in a friend. Make sure both you and your partner get a chance to share.



Inspire

15-20 minutes

An Unusual Friendship:

<https://www.youtube.com/watch?v=t21ST2ji5bo>

In this unit, we are going to talk about inclusiveness, which is another way to say that we ask others to join us or that we make sure everyone has an opportunity to participate. We include them in what we are doing! Inclusiveness can show up in many different ways; it can be inviting others to join a game that you and your friends are playing or asking someone who normally sits alone at lunch to sit by you. It might look like being a good friend or showing respect to everyone you meet or talk to.

In the video clip we are going to watch (or, in the story I am going to share), we are going to see how two boys became friends and how a school and community are working to be inclusive.

Option 1 (with video)

Before watching the Unusual Friendship clip, explain:

In this clip, a newspaper reporter talks about a friendship between a refugee from Burma and a boy from Georgia. As you watch this clip, think about what makes them good friends.

Note: While this video is called “Unusual Friendship”, you may want to point out that these are true friendships. A true friendship involves caring, respect, loyalty, helpfulness, and commonality.

Return as a group and talk about what you watched. Have students discuss what made this a true friendship. Also discuss the challenge that we experience when we are “new” to something or to some place. Here are some discussion questions you can use (select the ones that interest you and your students most or that work with the time you have).

- Moving to a new place can be difficult, but imagine what it would be like if you had to go to school where you can’t understand any of the words! Have you ever moved? What was that like?
- Did you have to make new friends?
- Could you speak the language in your new school?
- In class, Dante started to help Soung with class work and played soccer with him on the playground and pretty soon, Soung was calling Dante on the phone. Dante’s mom said Soung would just call and say, “Dante, Dante, Dante,” over and over on the phone. What would you think if someone did that? Would you want to play with that person? Would it be easy or hard for you to be friends with someone who didn’t speak the same language as you?
- How did Dante show inclusiveness to Soung?

- How did the community show inclusiveness for the refugees and how does the school show respect and inclusiveness for its students and school community?
- What happens when we show inclusiveness?

Option 2 (without video)

If you can't stream the clip, write the bulleted statements on the board (which are from the friendship clip). Ask students to turn to a partner (or assign partners) and discuss the statements and what other qualities make a friend. Have students share with the class and write any other qualities on the board.

- A friend is loyal and you can trust that person to keep a secret.
- A friend doesn't lie and is honest.
- A friend helps a friend when they need it.
- A friend doesn't say mean things or say things behind your back.
- A friend takes care of you and comforts you when you are sad.
- A friend may have the same interests.
- A friend includes a friend no matter what.
- A friend shows respect.
- A friend doesn't keep secrets.

Now I am going to share a story from The New York Times about a friendship between Soung, a refugee from Burma who has been diagnosed with dwarfism and Dante, a boy from Georgia, which is a southern state in the United States.

Point out Burma and Georgia on a map. You may want to explain that dwarfism is a genetic or medical condition that causes short stature. The average adult with dwarfism is about 4 feet tall.

These two boys attend a school in Georgia, where students come from many different countries. Many of the students have never been to school before or don't speak English. One teacher wonders what it is like for the new students to go to a school where they don't understand anything except "Sit down!" or "Listen!"

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- In class, Dante started to help Soung with class work and played soccer with him on the playground and pretty soon, Soung was calling Dante on the phone. Dante's mom said Soung would just call and say, "Dante, Dante, Dante," over and over on the phone. What would you think if someone did that? Would you want to play with that person? Would it be easy or hard for you to be friends with someone who didn't speak the same language as you?
- What happens when we show inclusiveness?



Empower

10-15 minutes

The theme of this unit is Inclusiveness. This means that we actively seek to invite others into our activities. We saw this in the story of Dante and Soung, but we should also be seeing inclusiveness in our everyday lives, right here at school!

Now you are going to do some inclusiveness investigating.

Option 1:

Have students brainstorm either in their journals or on a piece of paper various ways they do or could include others. How does this type of inclusiveness show true friendship and kindness to others? When they are done, they can either do a think, pair, share, or a group presentation on their ideas.

Option 2:

Have students look through magazines for images or headlines that promote inclusiveness of others. They can cut out the image or headline and paste or tape it to a piece of paper. To extend this option further, students could use cut-outs to create posters about inclusiveness.



Reflect

5 minutes

Today we heard about two true friends. Having an open heart allows us to have friends we may not have considered before. These boys show respect, caring, and helpfulness to each other; these are genuine ways of being kind.

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 it mean to be a friend?
- What did you learn from these boys about what it means to be a friend?
- How can you show caring and respect to your friends?

Reflection Questions

- What makes a true friend?
- What did you learn from Dante and Soung?
- Can we be friends with anyone?



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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>