

I Can, You Can Inclusion - Beginner

Description

Students explore the ideas and concepts that are found in an inclusive environment. Students learn new terminology and define these terms: inclusion, empathy, confidence, empowerment, leadership. By working together to define the terms using their personal experiences, this activity provides an opportunity for creativity and problem-solving.

Objectives

- Understand inclusion, empathy, confidence, empowerment, and leadership
- Practice problem-solving and teamwork

Materials and Supplies

- Poster paper
- Tape
- Writing utensils
- Chalkboard/smartboard

Set-up

- Write the terms (listed above) on the poster paper (one word per poster)
- Hang the posters around the classroom
- Write the terms on the chalkboard/smartboard

Activity (40 minutes)

Introduction (10 minutes)

- Introduce that the lesson focuses on new terminology.
- Explain how the 5 terms on the board are important for everyday life.
 - Briefly explain the definition of each term.
 - Avoid going into too much detail so that the students have an opportunity to figure out their own definition.
- Explain the activity.
 - They will rotate around the room and define the terms based on their own experiences and ideas.
 - After all words have been defined, they will discuss their definitions with the class.
- Divide the class into 5 groups.
 - Each group should have one note-taker and switch between terms so that everyone has an opportunity to write at least once.

Defining (15 minutes – 3 min/word)

- The groups rotate around the classroom and have 3 minutes to define the term on the poster before moving on.
- Encourage students to think about their own experiences in class and at home and how those experiences relate to the terms.
- Walk around the class and give suggestions if groups are stuck.
- Questions to ask:
 - Inclusion: What have you done when someone felt left out at recess?
 - Empathy: What do you do if your friend tells you they're sad?
 - Empowerment: What does it feel like then you get a good grade on a test?
 - Leadership: What does leadership look like outside of a sports environment?
 - Confidence: How do you know that someone is confident?

Regroup (15 minutes – 3 min/word)

- Students read all of the definitions from the final term they defined.

Synthesize (10 minutes)

- Bring the students back together as a class.
- Engage the students in a discussion about the importance of these terms.
- Questions to ask:
 - Why would it be important to understand what these terms mean?
 - What can we learn from our new understanding?
 - Why would we need to be inclusive?
 - How can knowing what leadership means help us to be leaders and make sure others aren't left out?
 - What characteristics/traits can help someone inclusive?
 - How has your idea of the terms changed after this activity?