

I Can, You Can Inclusion - Advanced

Description

Students act out a short skit demonstrating a scenario where someone who is initially excluded becomes included. The activity allows students to use their imagination and critical thinking skills when coming up with a solution. Students engage in conversation about how acts of inclusion need to happen in their everyday lives, and why those actions can be sometimes difficult.

Objectives

- Understand the deeper level of inclusion and how it encompasses a variety of scenarios.
- Engage with critical thinking skills and problem-solving.
- Collaborate with others.

Materials and Supplies

- Small pieces of paper
- Writing utensils
- Smartboard/projector
- Something to put the pieces of paper in (a hat or a bowl)

Set-up

- Write the possible scenarios on the pieces of paper for the students to pick from
- Possible scenarios:
 - A student stands at the edge of the playground alone looking sad
 - A student falls down while playing soccer and hurts their foot
 - A student doesn't understand the teacher's instructions and has trouble following along with the class activity
 - A new student to the school doesn't know where to sit during assembly
- Write out as many scenarios as needed to separate the class into groups of 3

Activity (60 minutes)

Introduction (10 minutes)

- Review the idea of inclusion with the class.
- Questions to ask:
 - What does it feel like to be included?
 - What does it feel like to be excluded?
 - What do you do to make your friends feel included?

- Explain the activity to the class.
 - The class will be divided into groups of 3
 - Each group will be given a scenario to act out in 2-3 minutes
 - Each group must come up with an inclusive solution to the scenario
 - Think creatively – sometimes the best inclusive solution might not be the most obvious one
 - Ideas for creativity: have one group member be a narrator for the story, use large gestures and expressive facial reactions so the audience can understand the characters' emotions.

Preparing the skit (15 minutes)

- Each group has 15 minutes to prepare their skit.
- Facilitate the activity by making sure all groups have an idea for their solution.
 - Provide ideas where needed.

Showtime (20 minutes)

- The groups share their skits with the class.
- Have the group members read out their scenario beforehand.

Synthesize (15 minutes)

- Bring the groups back together as a class.
- Allow the students to share their initial feelings about the activity.
 - Questions to ask:
 - How did you figure out the solution to the scenario?
 - What kinds of things did you think about?
 - How do you feel about including others?
- Facilitate a discussion around practicing inclusion in everyday scenarios.
 - Questions to ask:
 - How do you practice inclusion in the schoolyard or at home?
 - If you came across a situation similar to the one you acted out in your skit, how would you react?
 - Why is it hard to make people feel included outside of this activity?
 - How can we make including others easier?