

**INCLUSION BY
THE NUMBERS**



INCLUSION BY THE NUMBERS

1

TIME

5 - 15 minutes

SEL COMPETENCY

Relationship
Skills

PURPOSE

To share information
in a numerical way

ACTIVITY: Here is a fun way to build inclusion and do some constructive thinking with numbers. It can be simple or complex, depending on the age/grade of your participants.

Say: **I'm going to pick a number and give two choices – one of which is true.**

Examples:

- **The number is 1 – Is it the number of siblings I have, or the number of pets I have?**
- **The number is 8 – Is it my birth month, or my bedtime?**
- **The number is 24 – Is it my birthday or is it a part of my address?**
- **The number is 4 – Is it how many days in a week you will have homework, or the number of spelling words you have this week?**

This one can be fun for the teacher as well as the participants to create and share. As you can see, you can insert some academic expectations as well. If you ask 2-3 students a day to share, this activity can have a long 'shelf life'.

OPTION: Make it all about content and challenge your participants to see and use patterns in what they are studying...

- **The number is 3 – Is it the Amendment to the Constitution commonly known as 'free speech' or is it the Article of the US Constitution that addresses Judicial Power?**
- **The number is 16 – Is it a multiple of 3 or 4?**
- **The number is 10 – Is it the number of years in a decade or the number of years in a century?**

Reflection: What did you learn? What did we do that made this successful (e.g., listened, didn't interrupt)?
What did you like about this?

A young girl with dark hair is laughing joyfully, her mouth wide open, showing her teeth. She is wearing a blue denim shirt. The image is framed by a white cloud-like border. The background is a vibrant, starry space scene with blue and purple hues.

**CIRCLE STARTER:
SOMETHING THAT
MADE ME LAUGH...**



CIRCLE STARTER

TIME

10 - 15 minutes

SEL COMPETENCY

Relationship Skills

PURPOSE

To build better relationships by learning about similarities and differences

ACTIVITY:

- Today's Circle Starter Question is: **Something that made me laugh in the last month was...**
- Remind participants to only share stories that won't hurt another's feelings.
- Allow each child up to 20 seconds to briefly answer the question.
- Don't forget to answer it, too. You are an important part of the circle.
- Remind your group of the agreements and the speaking piece.

Reflection: Why is it useful to laugh together? What kind of laughter feels good and what kind can hurt your feelings?

CIRCLE OF COMPASSION



CIRCLE OF COMPASSION

TIME

15 minutes

SEL COMPETENCY

Social Awareness

PURPOSE

To reflect on who we care about,
and who we would stand up for
if they were in need

ACTIVITY:

- Explain: **We previously learned about empathy. Who remembers what empathy means?** (Provide an opportunity for youth to share and remind them of the definition if necessary.)
- Discuss: **Empathy is about feeling what someone else feels and understanding their feelings. Compassion is *having an awareness of another's suffering (empathy) and a willingness to help address it.* In other words, compassion is empathy in action.**
- Draw a circle on the board and label it Circle of Compassion.
- Ask the following: **This circle represents our compassion. Share who you care about and who you would stand up for or help if they were in need.** (As participants share, write down their responses in the circle.)
- After everyone has shared, ask:
 - **Are there any other people, animals, plants, or even parts of the natural world that you think deserve to be in the circle?**
 - **Is there anyone who you would not include in your Circle of Compassion? Why or why not?**
 - **Do you think everyone deserves to be in our circles of compassion? Why or why not?**
- Then invite participants to go around the circle one at a time and respond to the following: **Can you share an example of what showing compassion looks like? For example, speaking up for someone who has been bullied.** (Explain that it can be any example of compassion, and if they are stuck, they should try to think of something they have done before or an act of compassion they have seen someone else do.)

Reflection: Was it difficult to think of examples of compassion? Why is it important to discuss what compassion looks like? Which agreement includes compassion?

APPRECIATING OTHERS



APPRECIATING OTHERS

TIME

15 - 20 minutes

SEL COMPETENCY

Responsible Decision-Making

PURPOSE

To build inclusion

ACTIVITY: Give each student paper or have them take out a sheet of paper and divide it into four quadrants. Ask students to: **Label the quadrants - myself, friend, Mom and/or Dad, and classmate.**

Take a minute to write an appreciation in each quadrant. Try to be specific and write more than just 'thank you' or 'you're nice'. Provide some examples of positive statements and model their use for the participants.

EXAMPLES:

- _____, I liked it when you...
- _____, I appreciate it when...
- _____, I'm glad you...
- _____, thanks for...

Have participants meet in small groups to share their positive statements and record any commonalities. Ask the recorder from each group to report the commonalities to the community. Suggest that participants share one of their appreciation statements with the person for whom it was written. Remind participants: **Practice saying 'thank you' when you receive an appreciation.**

OPTION: Ask how many participants would commit to using at least one appreciation statement every day. Have the participants write contracts to do so. Post the contracts to review them regularly.

Reflection: Why is it important to learn to give statements of appreciation? How can making statements of appreciation help groups work together better? Why is it important to make statements of appreciation to friends, family, and others? How do you feel when you receive a statement of appreciation from someone else?



FIST ACTIVITY



FIST ACTIVITY

TIME

20 minutes

SEL COMPETENCY

Social Awareness

PURPOSE

For participants to consider different options besides fighting when faced with conflict

ACTIVITY:

- Have participants pair up.
- Ask: **With your partner, figure out who is youngest. If you are the younger partner, make a fist. The older student has 30 seconds to open your partner's fist. You may begin!**
- Count down (aloud) so they feel the pressure of time. Do not answer questions participants want to ask about options for approach. Most participants will try to force the fist open; a small number may ask the other person to open their hand.
- After time is up, ask the group: **Who was able to open the fist, and how did you do it?**
- At first, do not call on people who asked; allow the discussion to be about people who forced it open.
- Ask: **Did anyone just ask their partner to open their fist? Did I say you needed to use force, or did you just assume that?**

Reflection: How does this relate to real life? When you're in conflict, is your first reaction to force it, or talk about it? What did you learn about yourself during this activity? If your partner asked you to open your fist, did anyone resist? Why? How might the other participant have felt while the challenge was going on? How can we build situations where people want to help each other?



PICTURES! PICTURES! PICTURES!



PICTURES! PICTURES! PICTURES!

TIME

10 minutes

SEL COMPETENCY

Social Awareness

PURPOSE

To see similarities between different families; To foster care and respect for others

ACTIVITY:

Show the community the pictures on the other side of this card.

Provide the following directions:

- **Take a moment to think about what you see.**
- **Describe what you observe.**
- **One at a time, share a caption, word, sentence, or phrase that you think summarizes all the pictures.**

NOTE: Remind participants of the agreements and use a speaking piece.

Reflection: What do you think we can learn from having observed all these images? Why do you think it is important to think about the ways we are similar and different to others? How will this influence how you view people and other animals?