Inclusion. We all need it - especially after nearly 2 years apart due to the COVID-19 pandemic. We all want it. And, together, we can rebuild inclusion in our school communities. Inclusive Schools Week is an annual event sponsored by the Inclusive Schools Network (ISN) and Stetson & Associates, Inc., which is held each year during the first full week in December. Since its inception in 2001, *Inclusive Schools Week* has celebrated the progress that schools have made in providing a supportive and quality education to an increasingly diverse student population, including students who are marginalized due to disability, gender, race, socio-economic status, cultural heritage, language preference and other factors. *Inclusive Schools Week* also provides an important opportunity for educators, students and parents to discuss what else needs to be done in order to ensure that their schools continue to improve their ability to successfully educate and engage all children.

An Inclusive Schools Week Collaboration!

**Kids Included Together (KIT) & Changing Perspectives**

**worked in collaboration to bring you**

# The 2022 Inclusive Schools Week Activity Guide

**Inclusive Schools Week 2022: December 5-9, 2022**

The following activity guide is meant to be utilized by teachers during Inclusive Schools Week 2022. While Inclusive Schools Week is intended to provide support to all marginalized students, this guide is focused on disability inclusion. You will find learning intentions, educator resources and activities centered around 5 disability inclusive themes, one for each day of the week. We encourage teachers to prepare in advance by promoting Inclusive Schools Week in their school and with their students, as well as by reading and watching the Educator Resources prior to beginning.

These student activities are meant to celebrate disability inclusion, so it is imperative that students with and without disabilities participate, together, in Inclusive Schools Week activities. Keep in mind that as students return to in-person interactions, students are rebuilding their stamina for in-person interactions and relearning social skills. All students have experienced trauma over the last 2 years. So, feel free to modify any of these activities to follow COVID protocols at your school, and to ensure the activities are safe, accessible, and relevant to all your students.

The materials included in this guide are selected resources from **Kids Included Together** and **Changing Perspectives** or curated from trusted sources. For more information or for a catalog of additional inclusion resources, please visit www.kit.org and www.ChangingPerspectivesNow.org.

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Changing Perspectives is a national non-profit organization. Changing Perspectives partners with schools and school districts across the country to promote social-emotional learning and cultivate inclusive and equitable learning communities for all students.

Changing Perspectives supports schools in 4 ways: curriculum resources, individual coaching, professional development training, and resources for parents.

KIT is a national nonprofit dedicated to promoting acceptance of differences by teaching people how to meaningfully include children with disabilities, other complex or behavior needs. KIT also helps organizations create and sustain inclusive environments in which all children can thrive. In doing so, we help drive the national conversation around disability inclusion in child and youth programs.

# *Overall Information for This Activity Guide*

**Overall Learning Intention**

1. Schools will identify their strengths and challenges in supporting disability inclusion.

**Overall Educator Learning Intentions**

1. By the end of the week, teachers can accurately define disability inclusion.
2. Teachers will facilitate student activities that promote disability inclusion.

**Overall Student Learning Intentions**

1. By the end of the week, students can accurately define disability inclusion.
2. Students will demonstrate inclusive actions.

**Daily Themes:**

1. ***Monday:*** Introduction to Disability Inclusion
2. ***Tuesday:*** Exploring our Differences
3. ***Wednesday:*** Fostering Friendships
4. ***Thursday:*** Expanding Empathy
5. ***Friday:*** Take Action for Inclusion

**Each day's lesson will include:**

- Daily Learning Intentions for both educators and students
- Educator Resources
- Student Activities (as applicable to adhere to your school's COVID protocols)
- Reflection Questions to assess student learning
- Spirit Day Activity – Also, here's a link to a great list of ideas to build school-wide spirit.
- Additional Resources

***OK… Now let's get started!!***

# *Monday: Introduction to Disability Inclusion*

**Educator Daily Learning Intentions**

1. Educators develop new strategies for creating an inclusive learning environment for all students.
2. Educators articulate why an inclusive classroom is beneficial to all students.

**Student Daily Learning Intentions**

1. Students accurately define disability inclusion.
2. Students articulate why an inclusive classroom is beneficial to all students.
3. Students describe the importance of inclusion.

**Educator Resources**

- **MICROLEARNING VIDEO: What Is Disability Inclusion - https://youtu.be/GWsl0T8Wb_I**
  - **Description:** This short microlearning doodle video covers the foundations of disability inclusion and describes how inclusion is different from segregation, integration, and exclusion. It also will touch on the idea of providing "supports" or accommodations.

- **WEBINAR: Disability & Diversity - https://learnonline.kit.org/catalog/courses/1102272**
  - **Description:** Middle schoolers and teens can experience at least 24 mood changes in a day, so it's no wonder social-emotional learning is a trend in youth centers. In this webinar, you'll learn ways to support social-emotional learning in your program. You'll also explore how disability is a dimension of diversity and how to make your program truly inclusive for all.
    - Course Learning Objectives
      1. To accurately summarize information about youth with disabilities considering the dimensions of diversity
      2. To acknowledge the strategies that support youth disabilities, recognizing diversity and intersectionality
    - You can watch this 30-minute recorded webinar for **FREE**! Just click the title above or copy/paste the link above into your browser to go to KIT Academy. You will need to create an account (if you don't have one already) and add the webinar to your cart. Enter coupon code "**ISW2021**" at checkout to view the webinar for free. Feel free to then browse the KIT Academy store for any other online learning topics about disability inclusion, behavior, etc.

**Student Activities**

- ***Go Orange*** for Inclusion Pledge (pages 6-7)
- Inclusion Skit (pages 8-9)

**Spirit Day Activity**

- ***Go Orange*** for Inclusion - everyone wears orange on Monday to promote inclusion

(Continued on next page)

# *Monday: Introduction to Disability Inclusion (Continued)*

**Reflection/Exit Ticket**

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an "Exit Ticket" question - students write their answers on a post-it or index card and leave with the teacher.

- What does the word inclusion mean?
- Why is inclusion important in our school?
- What is one thing you can do to make your community more inclusive for everybody?

**Additional Resources**

- **BOOK: "Demystifying Disability - What To Know, What To Say, and How To Be An Ally" -** This book is an approachable guide to being a thoughtful, informed ally to disabled people, with actionable steps for what to say and do (and what not to do) and how you can help make the world a more inclusive place. You can listen to an excerpt from the book by Emily Ladau by clicking **here**.

- **VIDEO: Shelley Moore - Transforming Inclusive Education - https://www.youtube.com/watch?v=RYtUlU8MjlY** Click to watch this 3-minute video where Shelley uses bowling to demonstrate the value in inclusive education. It's all about "changing your aim!"

- **VIDEO: Judith Heumann - TEDx Talk "Our Fight For Disability Rights - And Why We're Not Done Yet." -** Click **here** to watch this 17-minute video from lifelong disability advocate and leader of the Section 504 Sit-In, Judith Heumann, tell the stories behind the protest - and remind us that even 40 years later, there is still more work to be done.

- **TIP SHEET: "Cultivate Respectful Disability Awareness" -** Click here to download this KIT Tip Sheet with quick tips on how to incorporate disability awareness into your school, class, or program. It can be used for Staff training or to spark ideas for disability awareness activities.

# Go ORANGE for INCLUSION

## Instructions for Go ORANGE for Inclusion

1. Print the following page (on orange paper if possible) and make copies as needed. Cut in half.

2. Discuss each item on the pledge with your students. What do they think it means? How can they act on these ideas?

3. Students can ask themselves questions like: What does inclusion look like? What does inclusion sound like? What does inclusion feel like?

4. Have students write their name on their pledges and make a mural or post around your classroom or cafeteria.

5. Students can draw on or decorate their pledges to personalize them.

Go ORANGE for INCLUSION

Go ORANGE for INCLUSION

**GO ORANGE FOR INCLUSION PLEDGE**

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I

_____

pledge to always…

**O**pen Access

**R**espect

Others

**A**ssume Ability

**N**ix Labels

**G**et Included

**E**mbrace Difference

## GO ORANGE FOR INCLUSION PLEDGE

I_____

pledge to always…

**O**pen Access

**R**espect Others

**A**ssume Ability

**N**ix Labels

**G**et Included

**E**mbrace Difference

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# Inclusion Skit

***Students will work together to create a skit which demonstrates how to include their peers***

Divide students into groups of 3-5 (or smaller if needed to adhere to your school's COVID protocols), and explain that today, their task is to create a skit that demonstrates how students can be inclusive of everyone. Print the skit prompts on the next page, cut into strips, and give each group a prompt.

Teachers are also encouraged to create their own skit prompts if the ones provided are not relevant to students' lived experience.

Allow students time to practice and prepare, then bring the class together and have each group share their skit.

Here are some ideas for variations for this activity:

- Rather than doing a skit in front of the class, have students make a movie using video editing software.

- Perform the skits or show the videos at a whole-school assembly or other group gathering or event that is happening with your school's COVID protocols.

- Have students pause their videos or acting performance halfway through and ask the audience, "What would you do if you were in this situation?"

**Inclusion Skit Prompts**

| |
|---|
| Outside at recess, a group of kids are playing a game. One of their classmates is sitting alone on a bench. |
| During math class, the teacher asks students to get into pairs to play a math game. A little while later, a classmate who had been out of the room returns and doesn't know what is going on. |
| You're playing soccer during PE and having a great time, when you notice two of your classmates sitting on the bleachers by themselves just watching the game. |
| Imagine you're on the baseball team. At practice, you're playing catch with a teammate. Another teammate shows up late to practice. |
| It's writing time in school. Your teacher tells everyone to find a partner and share what you've written. You notice one of your classmates doesn't have a partner. |
| You walk into the cafeteria and look around. A group of your friends is sitting at a table and look like they're having a good time, but at the next table, a kid from your class is sitting alone. |
| Your teacher has put you into a group to work on a poster project. One of your classmates is really good at drawing and another classmate is really good at writing. |

# *Tuesday: Exploring our Differences*

**Educator Daily Learning Intentions**

1. Educators facilitate conversations amongst students about differences in respectful and positive ways.
2. Educators support students in self-reflection about their differences.

**Student Daily Learning Intentions**

1. Students reflect on their own differences.
2. Students understand the value and importance of each person's unique differences.
3. Students compare and contrast their differences with others in the classroom.

**Educator Resources**

- **WEBINAR: Teaching Youth to Respect Differences** - **https://youtu.be/h8rgaNAKcXE**
    - **Description:** We all want to create welcoming environments where disabilities are viewed as a natural part of life. When your class or program says that it is "for all," what does that mean and what does it look like? To create welcoming programs, we first need to assess what respect for disabilities looks like. We can then explore ways that we can teach children and youth in our programs to respect disability as a form of diversity. 40-minute webinar
- **TEDx Talk - "We Are All Different - and THAT'S AWESOME!" - https://youtu.be/sQuM5e0QGLg**
    - **Description:** Watch 10-year old Cole Blakely teach teh value of celebrating differences as he describes his beautiful friendship with Steven, a 44 year old man with Autism.
- **"Celebrating Diversity with Teens" Tip Sheet** - Click **here** to download a KIT Tip Sheet developed to help educators and staff recognize and celebrate diversity in their classes or programs and create a welcoming environment.

**Student Activities**

- Human Bingo (page 11)
    - Use this activity as a get-to-know-you game for students of all abilities to explore their similarities and differences not related to disability.
- What Makes Me… ME? (Pages 12-13)

**Spirit Day Activity**

- Silly Hat Day - to promote the acceptance of all our differences, invite students to wear silly (but school appropriate) hats to school. Emphasize that each hat is unique and different just like every person.

**Reflection/Exit Ticket**

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an "Exit Ticket" question - students write their answers on a post-it or index card and leave with the teacher.

- What are some ways that we are all different from one another?
- What can we learn about ourselves and others when we explore our differences?
- Why are differences important?
- How are some differences visible and others invisible?

**Additional Resources**

- **VIDEO: Annie Elainey - Disability Identity and Language - https://youtu.be/SMKKze48Qbo** Watch this 7-minute video where Annie has a very respectful conversation about identity first vs. person first language.
- **YOUTUBE CHANNEL: Special Books by Special Kids** - **https://bit.ly/2BZBqe0** This YouTube channel features interviews with kids of all abilities and is a great way to explore our differences.

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# Human Bingo

**print one for each student**

Introduce yourself to your fellow group members and ask if any of the statements below apply to them. If so, have them sign the square. Each person you meet can only sign in one square. Call out "BINGO" once you have completed a row, column, or diagonal, then read out who has signed in each square in your Bingo.

| | | | |
|---|---|---|---|
| I can speak 2 or more languages. | I am the same age as you. | I have visited New York City. | I like playing video games. |
| My name starts with a vowel. | I was born in the same month as you. | I have more than one pet at home. | I love going to the beach. |
| I am left-handed. | My favorite superhero is Batman. | I have the same color eyes as you. | I like to draw. |
| I have the same favorite flavor of ice cream as you. | I wear glasses or contacts. | I have been on stage before. | I have been on an airplane in the past year. |

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# What makes me…ME?

***Students reflect on their strengths and challenges.***

Begin the lesson by explaining to students that everyone has strengths (things they are good at or things that are easy for them) and that everybody also has challenges (things they are trying to get better at). Tell students that today they are going to take some time to think about their own strengths and challenges.

Have each student select two coloring utensils (markers, crayons, colored pencils, etc.) of two different colors. Next, students decide which color is going to represent their strengths and which color is going to represent their challenges. Hand out the *What makes me…ME?* worksheet.

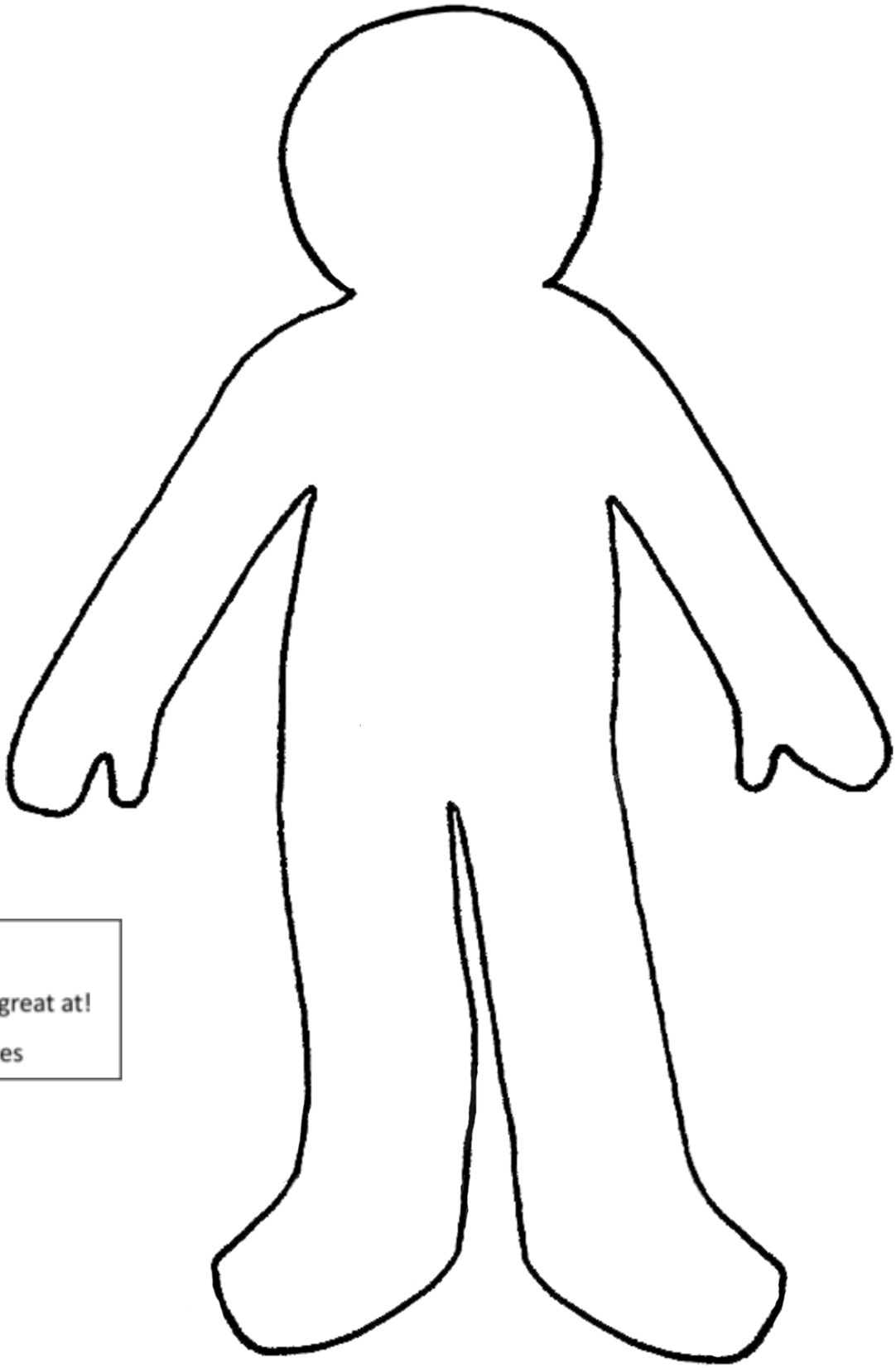
On the bottom right corner of the worksheet is a key. Ask students to draw a dot of each color next to challenges and strengths to clarify which color will represent which category.

Instruct students to fill up the body with their strengths and challenges. They can use words, pictures, and symbols. Remind them to use one color for strengths and the other color for their challenges. Encourage students to think about strengths and challenges both in and outside of school. Some categories might be: academics, athletics, music, hobbies, personality traits, family relationships, etc.

Give students time to complete the activity. Upon completion, teachers can lead a discussion for students to share their work.

Name: _____

**What makes me…ME?**



Key

= Things I am great at!

= My challenges

# *Wednesday: Fostering Friendships*

**Educator Daily Learning Intentions**

1. Educators gain new strategies in promoting positive friendships between their students.
2. Educators facilitate positive peer-to-peer interactions.

**Student Daily Learning Intentions**

1. Students discover a commonality with at least one new peer by the end of the week.
2. Students explore what makes a positive friendship.
3. Students demonstrate their ability to interact in positive ways with ALL of their peers.

**Educator Resources**

- **WEBINAR: Promoting Friendships Between All Students** - **https://youtu.be/Z-WzngA6yoQ**
  - **Description:** "In the cookies of life, friends are the chocolate chips." Friends are important to everyone and when you have trouble with the skills to make friends it affects all the other aspects of your life. Learn the tools to promote friendships in your program between all children. This webinar will cover the importance of friendship and the tools to develop those lasting relationships. 30-minute webinar

- **WEBINAR: Facilitating Peer Interactions** - **https://youtu.be/xhifHtswVT0**
  - **Description:** Facilitating positive peer interactions can be tricky. It can be difficult to know when to get involved and when to step back and allow natural, spontaneous interactions to happen. Sometimes adults can accidentally stifle peer interactions or "take the fun out of it". This webinar will provide an overview of different ways to encourage and support social engagements between children and youth through modeling, the environment, scaffolding, and collaborative problem solving. 30-minute webinar

- **TIP SHEET: "Setting The Stage for Friendships" -** Click **here** to download a free KIT Tip Sheet developed to help educators and staff facilitate friendships between children and youth with and without disabilities.

**Student Activities**

- Find a Friend Pizza Party
- Pizza party open to all students in school with the goal of encouraging students to make new friends (especially ensuring students with and without disabilities are invited and encouraged to attend). We welcome you to adapt this idea to meet your current COVID protocols for social distancing and other guidelines.
- Play get-to-know-you icebreakers & games (page 16)
- Sit next to someone you don't know
- Kindness Rules (page 17-18)

(Continued on next page)

# *Wednesday: Fostering Friendships (Continued)*

**Spirit Day Activity Ideas**

- Mix-It-Up at Recess - encourage all students to play with someone new at recess or during free time.
- Pen Pals - Start a student pen pal program by pairing students with and without disabilities together to support connection and social-emotional learning among peers. This will allow students to also find solace and comfort in each other by sharing their thoughts.

**Reflection/Exit Ticket**

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing or as an "Exit Ticket" question - students write their answers on a post-it or index card and leave with the teacher.

- What does it look like and sound like when we interact with a friend?
- How do we make new friends?
- What is a positive friendship? Why are positive friendships important?

**Additional Resources**

- **VIDEO - "My Autism" by George - https://www.youtube.com/watch?v=YIK2yXfrCfw**
  - 9-year-old George shared this video with his 4th grade class to help them understand why he sometimes behaves differently during lunch, group activities, recess, etc.

- **ACTIVITY – HAPPY FACES - https://www.learningforjustice.org/classroom-resources/lessons/happy-faces**
  - Everyone has a bad day once in a while. This activity helps students be sensitive to schoolmates who may be having a bad day and gives them a way to cross boundaries and bring cheer to others.

- **ARTICLE - Why Some Kids Have Trouble Making Friends**
  - Click here to read an article about why some kids have trouble making friends and some steps to help.

- **BOOK: Great Group Games** by The Search Institute
  - Click here to learn more about this best-selling book with 175 games and activities to gently disband group-busting cliques, help newcomers feel welcome, and turn your participants into friends who can count on each other.

- **WEBSITE: Beyond Differences**
  - Click here to explore this website all about promoting social inclusivity and inspiring students to end social isolation.

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# Theater Games

## Name games

### Ball Toss

**Set it up:** Grab a soft (foam) ball and have the group stand in a circle. Let everyone introduce themselves with their first name.

**Play:** Begin tossing the ball around the circle. Before passing the ball to someone else, players must say the name of the person they are passing to and make eye contact with that person.

### ABC Adjectives

**Set it up:** Have your group stand in a circle. Tell the group that they will be introducing themselves along with an adjective that describes them. The adjective must begin with the same letter that their name begins with. So for instance, Adam would introduce himself by saying, "I'm animated Adam."

**Play:** Go around the circle and introduce yourself and your adjective. If you get through this round easily and want to add on, have everyone make up a motion to go along with their adjective. Once a person introduces themselves and performs the action, everyone else in the circle copies the action.

Want even more of a challenge? Go around the circle again, seeing if the group can collectively remember the name, adjective, and motion for each group member.

### Groupings

**Set it up:** Have the whole group assemble on stage. Tell them that you'll be giving instructions to find other people in the group who have something in common. They need to work as quickly as possible to join a group.

**Play:** Call out different categories! Once groups have formed, start over with a new category. Some examples and ideas:

Find other people who were born in the same season as you.
Find other people with the same favorite color as you.
Find other people with the same favorite food as you.
Find other people with the same favorite Katy Perry song as you.
Find other people who write with the same hand as you.
Find other people who have the same birth order as you (oldest, middle, youngest, or only child)
Find other people who have the same color eyes as you.

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# Kindness Rules

***Students will create their own rules for kindness***

Begin the lesson by asking students, “How should we treat our friends?” Allow students a few moments to think and answer, guiding them toward the idea that we should treat our friends with kindness.

Explain to students that they are going to be creating some rules for kindness. Each of them will create one or two rules for how to treat others kindly. Each rule should be just a single sentence and be ones that they believe are the most important to think about when it comes to treating friends with kindness.

Give students time to brainstorm and then write down their rules on the Kindness Rule template. After everyone is done, have students share their rule(s).

Here are some ideas for variations for this activity:

- When sharing their rule(s) with the class, ask students to explain why they chose their rule(s).
- Post the rules around the school on bulletin boards.
- Have your school include reading kindness rules as part of the daily/morning announcements.
- Share rules on virtual meetings.

Kindness
Rule

Kindness
Rule

# *Thursday: Expanding Empathy*

**Educator Daily Learning Intentions**

1. Educators articulate the 4 pillars of empathy.
2. Educators reflect on their own ability to be empathetic.
3. Educators gain new strategies to teach empathy to their students.

**Student Daily Learning Intentions**

1. Students define empathy.
2. Students give examples of what it looks like and sounds like if you show another person empathy.
3. Students assess how they might be empathetic in a given situation.

**Educator Resources:**

- **VIDEO - "4 Reasons SEL is So Important Right Now"**
  - Click here to watch a short, 3-minute video explaining the intrinsic value of social-emotional learning, or SEL, and why it's so important post pandemic.

- **WEBINAR - "Using Small Groups to Enhance SEL Skills"** - https://youtu.be/bjonxJiq9EA
  - **Description:** Developing social-emotional skills in children, youth, and teens is a vital part of their success into adulthood. When providers are meaningfully engaged to help coach children/youth while they practice new social skills in a safe, nurturing environment, they have a better chance at being successful in real-life events. This webinar explores social-emotional skills through the life-span beginning with the stages of play in early childhood and incorporating the importance of peers in the school-age, preteen, and teen years. Also shares practical ways to use small groups to teach and reinforce building connections with peers. 40-minute webinar

- **WEBINAR - "Taking Care of Yourself"** - https://youtu.be/FwQxaRcPwgc
  - **Description:** Taking care of children and youth in class or out-of-school time programs can be overwhelming. When children have an increased level of need, educators' stress levels can rise even higher. Research shows that educators who practice self-efficacy, experience more satisfaction and fulfillment, reducing their feelings of being overwhelmed and stressed. This 30-minute webinar outlines practical ways that you can take care of yourself as an educator and increase feelings of accomplishment.

- **WEBINAR - "Self-Care Before, During, and After Work"** - Click here to watch this 11-minute microlearning video where KIT staff members share some of their best self-care strategies.

**Student Activities:**

- Collaborate with art teacher(s) to have kids decorate their cloth masks with fabric markers with a word related to an inclusive action.
- Sympathy vs. Empathy (pages 21-22)
- What is Empathy? (Page 23)

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# *Thursday: Expanding Empathy (Continued)*

**Spirit Day Activity**

- Dress Like Your Favorite Superhero! Superheroes make the world a better place and we each have the power to make our school a better place every day by showing empathy. Dress like a superhero to remind everyone to be empathetic!

**Reflection/Exit Ticket**

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing or as an "Exit Ticket" question - students write their answers on a post-it or index card and leave with the teacher.

- What is your definition of empathy?
- Why is empathy important?
- How does being empathetic make our community better?
- What is one example of something you have done to show another person empathy?

**Additional Resources**

- **VIDEO: Brené Brown on Empathy -** https://youtu.be/1Evwgu369Jw - a short, animated explanation of the differences between empathy vs. sympathy.
- **ARTICLE:** How Empathy Affects Learning and How to Cultivate It In Your Students - by Saga Briggs on informED
- **ARTICLE:** Empathy is Tough to Teach, But Is One of the Most Important Life Lessons - Mind/Shift
- **ARTICLE:** Why Empathy Is As Important as Reading or Math - Ashoka
- **ARTICLE:** The Power of Empathy - by Elena Aguilar on Edutopia
- **VIDEO:** Elmo and Mark Ruffalo on Empathy

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# Empathy vs. Sympathy

***Students will understand the difference between Empathy and Sympathy.***

Begin the lesson by asking students if they know what empathy and sympathy are. Give students the opportunity to share their thoughts, then write the following definitions on the board:

- Empathy is experiencing another's pain or feelings, similar personal experiences, or sharing the same emotion.
- Sympathy is acknowledging another's circumstances and/or feeling sorry for someone's suffering.

Provide each student with a Venn diagram worksheet.

- On one side of the diagram, ask students to write "Sympathy" and copy the definition you wrote on the board
- On the other side, ask students to write "Empathy" and copy the definition from the board.
- Have students write down 1-2 examples of times they think they were sympathetic to someone and 1-2 examples of times they think they were empathetic to someone.
- Then, pair students and ask them to share their examples of sympathy and empathy with each other.
- Working with their partners, have students consider ways that sympathy and empathy are alike and write those in the intersection of their Venn diagrams.

Bring the class back together and ask students to share what they've learned about the similarities and differences between empathy and sympathy.

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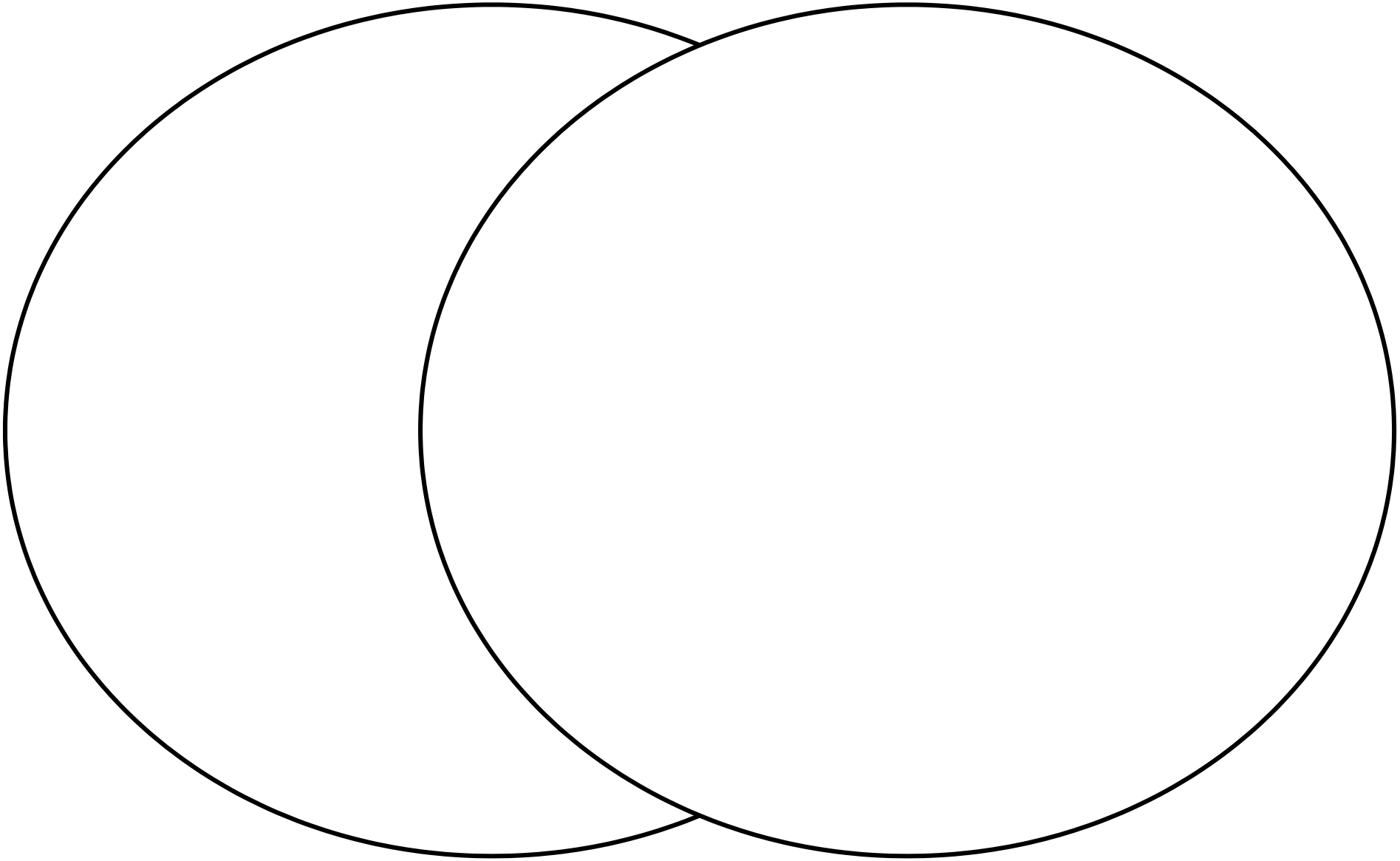
Name:_____-

## Venn Diagram: Empathy vs. Sympathy



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# What Is Empathy?

***Students will learn what empathy is and begin to understand its role in building positive relationships.***

Begin the lesson by telling students that you are going to be talking about empathy. Ask, "By a show of hands, who has heard of empathy? What does it mean?"

Give students the opportunity to share their definitions. Then, reinforce their ideas by sharing a dictionary definition of empathy, such as this one from the Cambridge Dictionary: Empathy is *"the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation."*

If you'd like, share this quote by Alfred Adler, an early 20th century psychologist: "Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another."

Ask, "What's the difference between empathy and sympathy?" Allow students to share their ideas, then reinforce their suggestions by sharing a dictionary definition of sympathy, such as this one from the Cambridge Dictionary: Sympathy is *"an expression of understanding and care for someone else's suffering."*

Facilitate further discussion by asking questions, such as:

- Why is empathy important?
- When would we need empathy in understanding other people?

We all know that including people, learning about and from others, and sharing our own experiences is really important. So, while we all have our unique qualities, we also all share common traits, preferences, and experiences. When we learn about others, we develop new perspectives and understanding. In that way, we can develop our empathy, which helps us connect with more people in more meaningful ways – and that's good for everybody.

Have students split into groups of 2-4. Give each group poster paper or poster board and drawing supplies and tell them that they will be creating posters to promote empathy. The posters should explain what empathy is and why you should have it toward others. Encourage students to make the posters colorful and to draw positive pictures to go with their messages. When students are finished, bring the class back together so groups can share their work. Hang posters around the classroom or school.

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# *Friday: Take Action for Inclusion*

**Educator Daily Learning Intentions**

1. Educators support students in fulfilling a service-learning project to make their school/community more inclusive.
2. Educators assess the current state of inclusion in their school/community.
3. Educators support students in reflecting on what inclusion means to them and their community.

**Student Daily Learning Intentions**

1. Students share examples of ways their school is already inclusive.
2. Students assess what areas of their school/community could be more inclusive.
3. Students create a plan of action to make their school/community more inclusive for everybody.
4. Students identify inclusive actions.

**Educator Resources**

- **WEBINAR: "If Not You, Then Who? Real-World Advocacy" - https://learnonline.kit.org/catalog/courses/1113387**
  - **Description:** "Advocacy" might seem like something for lawmakers. But, in fact, you are an advocate for children every day. Watch this webinar to find out more about your role as an advocate and to learn additional strategies to support children in your lives.
    - Course Learning Objectives
      1. Describe how using inclusive practices is a form of advocacy for children with disabilities or forms of diversity.
      2. Write a short description of a child focusing on assets and strengths, instead of deficits.
  - You can watch this 30-minute recorded webinar for **FREE**! Just click the title above or copy/paste the link above into your browser to go to KIT Academy. You will need to create an account (if you don't have one already) and add the webinar to your cart. Enter coupon code "**INCLUSIVE-SCHOOLS**" at checkout to view the webinar for free. Then browse the KIT Academy store for any other online learning topics about disability inclusion, behavior, etc.

- **WEBINAR: Debunking the Myths of Inclusion - https://youtu.be/9F07PAp9DzM**
  - **Description:** Attitudes, beliefs, policies, and resources influence how inclusion is viewed and put into practice in child and youth programs. This webinar will explore myths of inclusion that sometimes interfere with creating welcoming and inclusive environments for all children. 30-minute webinar

- **WEBINAR: Top 5 Trends in Disability Inclusion - https://youtu.be/qaP81vUQ_7Y**
  - **Description:** Each year Kids Included Together tracks trends in childhood disability inclusion to assess how far away we are from realizing our vision of EVERY child being meaningfully welcomed and included in their school and community. We use these emerging trends to find points of leverage to help us advance our mission of teaching inclusive practices to anyone who serves children. This year, we have seen a growing interest in diversity, equity & inclusion in the fields of education, business, media, and popular culture which is making disability inclusion more visible. 60-minute webinar

**Student Activities**

- Call to Action Activities (pages 26-27)

# *Friday: Take Action for Inclusion (Continued)*

**Spirit Day Activity**

- Random Acts of Kindness - challenge each student to take action by doing one random act of kindness. Set up a school- wide or class jar where students write down what they did and put it in the jar.
  - Alternate option: school-wide/ classroom bulletin board where students do an act of kindness and add a piece to the bulletin board or school-wide paper chain with pre-cut strips of paper and every time someone does an act of kindness throughout the day, they add a link to the chain. Display the chain prominently in school.

**Reflection/Exit Ticket**

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing or as an "Exit Ticket" question - students write their answers on a post-it or index card and leave with the teacher.

- What is one example of a way your school is inclusive?
- How could your school be more inclusive to everyone?
- Why is it important that all schools are inclusive to all students?

**Additional Resources**

As we work our way out of the COVID pandemic, we realize that educators and students will need more support than they previously did. Here are some additional resources that may help all students and staff:

- **TIP SHEET: Mental Health Basics** – Click **here** to see the KIT Tip Sheet developed to help educators and staff identify potential mental health challenges.

- **ARTICLE: Strategies to Support Students & Staff During COVID-19** – Click **here** to read about strategies implemented to support students and staff.

- **VIDEO: Connecting and Redirecting Through Stressful Times** – Sometimes, things don't go the way we want them to. But how can we steer a stressful situation to achieve the outcome we want? KIT often practices "Connect, Reflect, and Redirect" when faced with challenging behavior. Watch this "play-by-play" video as Heather connects, reflects, and redirects her son, Myles. Click here to watch a clever, play-by-play video.

Changing Perspectives
Promoting Awareness & Inspiring Empathy

**The following table offers ideas for ways in which your students, educators, and community can take action for inclusion. Please adapt as needed to meet COVID safety protocols in your school.**

| Idea Title | Brief Description |
|---|---|
| **Guest Speakers** | Invite a guest speaker to your school to share with students the importance of inclusion and kindness. This could be done in an assembly format or in small groups. |
| **Volunteer with Local Organizations** | Have students volunteer with organizations that support people in your community, then provide an opportunity for students to reflect on and share their experiences volunteering with their classmates. |
| **Movie Showing** | There are many movies that focus on issues around differences, such as disability, race, gender identity, etc. Here are some suggested titles:<br>● Wonder<br>● The Mask You Live In<br>● Inside Out<br><br>Have students watch the movie then have teachers lead a brief discussion about the video. |
| **Buddy Bench** | Consider having students raise money to purchase or build a buddy bench to be used at your school or donated to another school in your community. The idea behind the buddy bench is that it's a place for students to sit if they're looking for someone to hang out with. |
| **Mix It Up Events** | Organize "Mix-It-Up" events at your school to encourage students to get to know students in other grades or classes that they may not usually spend time with. Here are some ideas to consider:<br>● Mix-It-Up lunches<br>● Mix-It-Up advisories/homeroom activities<br>● Participate in a national Mix-It-Up Day program |
| **Create an Inclusive Club** | Students can start their own Inclusive Club at their school to meet after school or during a free period during the day. The clubs' objectives would be to assess how inclusive the school currently is and what actions would make their school more inclusive for ALL students. |

| Idea Title | Brief Description |
|---|---|
| **Community Building Activities** | Organize a variety of community-building activities for students at your school. The goal of the activities should be to bring students together for a common goal. Activities might include:<br>● A school-wide art project with a common theme such as inclusion, empathy, or kindness.<br>● Visiting a local ropes course or other outdoor education venue.<br>● Working with your PE teacher to do team-building games in the gym. |
| **Art Show** | Host an art show at your school that revolves around a central theme. Themes could be inclusion, empathy, diversity, kindness, disability, etc. Encourage all students to submit a piece of art to the show that connects to the chosen theme. Then, host an art show evening or event at the school for parents and community members. |
| **Poetry Slam** | Host a poetry slam at your school that focuses on a central theme, such as inclusion, empathy, diversity, kindness, and/or disability. Encourage all students to perform a poem that connects to the theme. |
| **Accessible Event for All** | Take an already scheduled event at your school, such as a football game or dance, and make the theme for that event/game accessibility. Make sure that all aspects of the event are considered and redesign aspects that need to be modified in order for it to be accessible for everyone. |
| **Whole School Inclusive Project** | Initiate a whole school project around inclusion. This could be a bulletin board that each student contributes to, a reading challenge where all students read books with characters that have differences (e.g., disability, race), a mentorship program, or an acts of kindness campaign. |
| **Create a School-wide PSA** | Have students create a video or podcast of a PSA that is shared with the entire school. The PSA should be about how students can take action to make their school more inclusive to everyone. |

# What's Next?

We'd love to hear from you! Was this Activity Guide helpful and easy to use? Did these activities make your school more inclusive this week or inspire you to continue building on your inclusive culture?

Are you interested in additional programs and support to make your school more inclusive? Please contact us.

**Changing Perspectives** offers programs and curriculum for Pre-K through high school as well as educator professional development. Find more information at www.changingperspectivesnow.org or email info@cpne.org.

Find additional information about **Kids Included Together (KIT)** by:

- visiting our website at **www.kit.org**
- email us at **info@kit.org**
- Call us at **1-844-871-2966**
- Check out our free inclusion & behavior resources at **https://learnonline.kit.org/store/about**

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