

# Inclusiveness

This week students will consider situations from perspectives other than their own. When we think about how situations might impact other people, we can better evaluate if those situations are inclusive, fair, and equitable for everyone. This is important, especially for students at this age and grade-level as teenagers tend to be fairly ego-centric but have the ability to see things from other perspectives when prompted and taught. This week builds nicely to the final project where students will need to evaluate their school's culture of inclusiveness from a variety of perspectives in order to create an action plan to improve the school culture around inclusion.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

## Main Lesson

**Whole Class Lesson**  
30 minutes



### Walk in Their Shoes

This first lesson invites students to think about specific scenarios from a different perspective. Often we exclude others or make things unfair or inequitable simply because we haven't considered the full range of perspectives. We don't mean to be exclusive but because we think about things from our own perspectives, we might accidentally leave others out. This lesson gives students the opportunity to think about common situations in new ways and brainstorm ideas for making those situations more inclusive, more fair, and more equitable. (See page 3 for lesson details.)

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## Mini Lessons

**For Small Groups**  
15 minutes



### Why We Bully, Tease, or Gossip

Everyone, at some point, probably says or does something to someone else that is not kind; we tease, we gossip, or maybe we bully someone. In small groups, discuss why we do this and how we can stop. Walk in the shoes of the teaser/gossiper/bully this time: what might be going on that would cause someone to treat another person badly? When you've done this, what was going on? How can you recognize when you are getting tired, stressed, angry, sad, or anxious and what can you do to help yourself before you hurt someone else?

**For Partners**  
15 minutes



### How Can We Include Everyone?

Sometimes we don't want to include everyone - especially those who have not treated us well. How can we be inclusive yet smart and safe about our personal boundaries? Do we need to always include everyone? Discuss.

**For Individuals**  
15 minutes



### **What Your Shoe Says About You**

Have students trace their shoe and cut out the traced shape. Then, have them draw and write on their cut-out, decorating it so that it reflects all the great things about them. Then, hang the shoes up and have students see if they can identify the shoe's owner.

**Technology-Focused**  
15 minutes



### **The Illusion of Inclusion**

Sometimes things happen that give us the illusion that we are being included or that somehow we are “in” with people, but what is happening makes you feel uncomfortable. You never want to compromise your morals, beliefs, or commitments for the sake of being included. The following situations might make you feel like you are somehow “in” with people, but really, they put you in a tough spot. What would you do? *If you have students who do not use these media platforms, ask them to imagine what they would do if they did have such access. Eventually they could be in these situations.*

- You receive a group text that is making fun of someone in your class. What would you do?
- You get a SnapChat of a disturbing picture from someone you thought you wanted to be friends with. What would you do?
- You see someone post something untrue and unkind about someone at your school. What would you do?
- You are playing an online game with some kids from school who you were hoping to get to know better since you share the same interests in gaming. Those kids start harassing other players, though, and invite you to join in. What would you do?

# Walk in Their Shoes

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## Lesson Timeframe

30 minutes

## Required Materials

- Walking in Someone Else's Shoes handout
- Scissors to cut the shoes out of the handout
- Writing utensils

## Standards Map

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

## Lesson Objective

Students will:

- Use different perspectives to evaluate the inclusiveness of a given situation.
- Brainstorm ways to avoid accidental exclusion of people who might have different needs or experiences than the majority group.

## Teacher Connection/Self-Care

Sometimes being inclusive can feel risky. It might mean getting to know new people. It might mean changing how we think or act. It might mean speaking up when we feel outnumbered. It might mean standing up for someone or working to ensure policies and environments are fair and equitable for everyone, students and staff alike. What is a risk you would be willing to take this week to help make something (or yourself!) more inclusive, fair, or equitable? What action steps are required to make your idea happen?



## Share

5-7 minutes

Welcome to the third primary lesson in the Inclusiveness Unit! This is a great unit because we're talking about some really important things; things I know you know, but maybe that you haven't thought about quite like this. So far, we have been talking about inclusiveness through the lens of bullying, fairness, and equity, and what it means to be an upstander.



## Inspire

3-5 minutes

Who can remind us of the four upstander strategies we can use? *Invite student responses.*

Good! Without naming any names, and only raising your hands, have any of you used one of these strategies in the last week? *Invite students to raise hands.* Ok - thumbs up if the strategy worked and thumbs down if it didn't

work. *Invite students to respond. \*Gauge your students before asking why the strategy worked or didn't work, especially if you know their answers could compromise someone's identity; if there is a known bullying situation that their responses could pertain to, you may want to skip this part.*



## Empower

15 minutes

Today we are going to think about inclusiveness through different perspectives. We are going to try and walk around in someone else's shoes.

You will get a shoe cut-out with a situation on it. In the shoe, write about how you think it would feel to be in this person's shoes.

*See the "Walking in Someone Else's Shoes" activity handout; pre-cut (or have students cut) the shoes (with the scenario attached) and follow the instructions on the handout. When students have finished writing down (or drawing) how they think it would feel to be in this person's shoes, have them share their thoughts with the class. If you want to put students into four small groups and have them work on one shoe together, you could do that or let students work on these individually but then compare ideas as a small group. There are four scenarios that students can evaluate.*



## Reflect

5-7 minutes

*Sometimes we don't think about something from a perspective different than our own, but it is important to do that! Sometimes people aren't being intentionally excluded or bullied, but because we haven't taken multiple perspectives into consideration, they feel left out or things are more difficult for them when they don't have to be! Let's finish today by thinking about ways we could make each of these situations more inclusive or more fair or more equitable for the people in our scenarios.*

*For scenario #1, where the person is left out of the holiday celebration, what could the school do to be more inclusive of other traditions?*

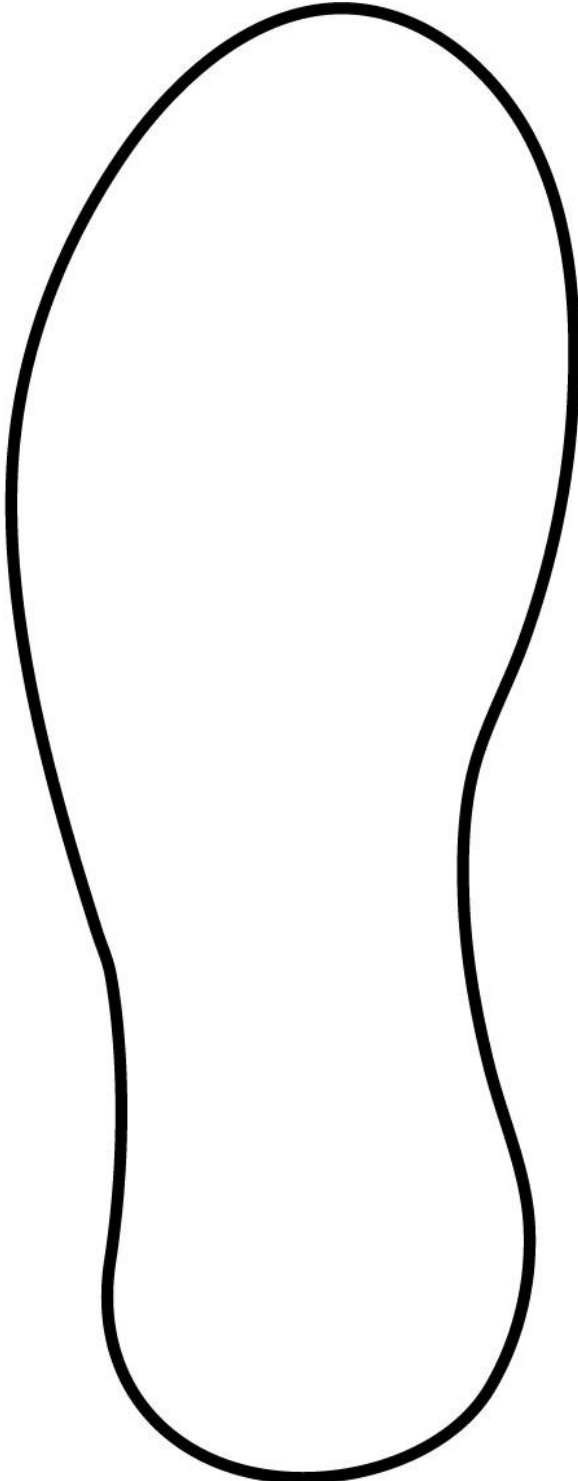
*For scenario #2, where the girl wearing the hijab feels singled out, what could be done to make her feel like the school and policy embraces her versus giving her special treatment or making her headwear an exception to the rule?*

*For scenario #3, what could be done to make the situation more fair and equitable for the student who doesn't have very good access to internet at home?*

*For scenario #4, what could be done to make the student with allergies feel more included in classroom celebrations?*

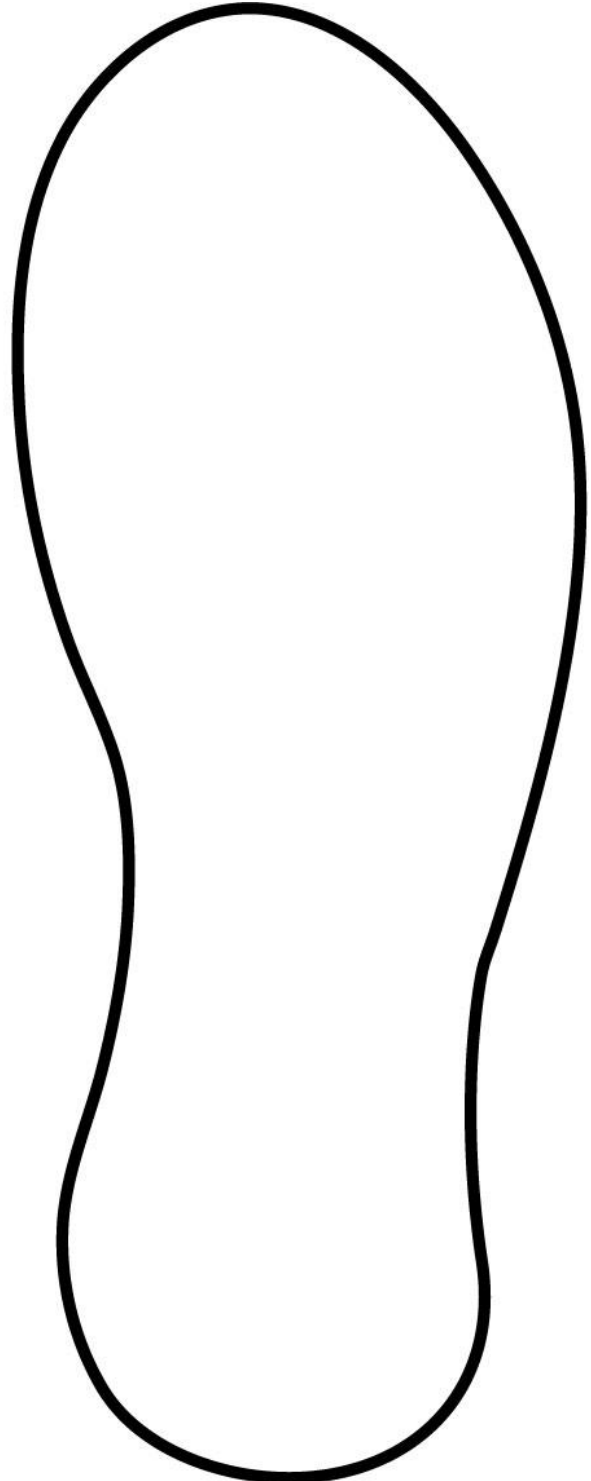
**Scenario #1:** Your school loves celebrating Christmas. There are decorations, Christmas trees, carols, and other traditional Christmas festivities happening for the whole month of December. Your family is Jewish, and you celebrate Hanukkah. There isn't anything to reflect your tradition, though. How does it feel to be in your shoes?

Write or draw how this would feel in the shoe below.



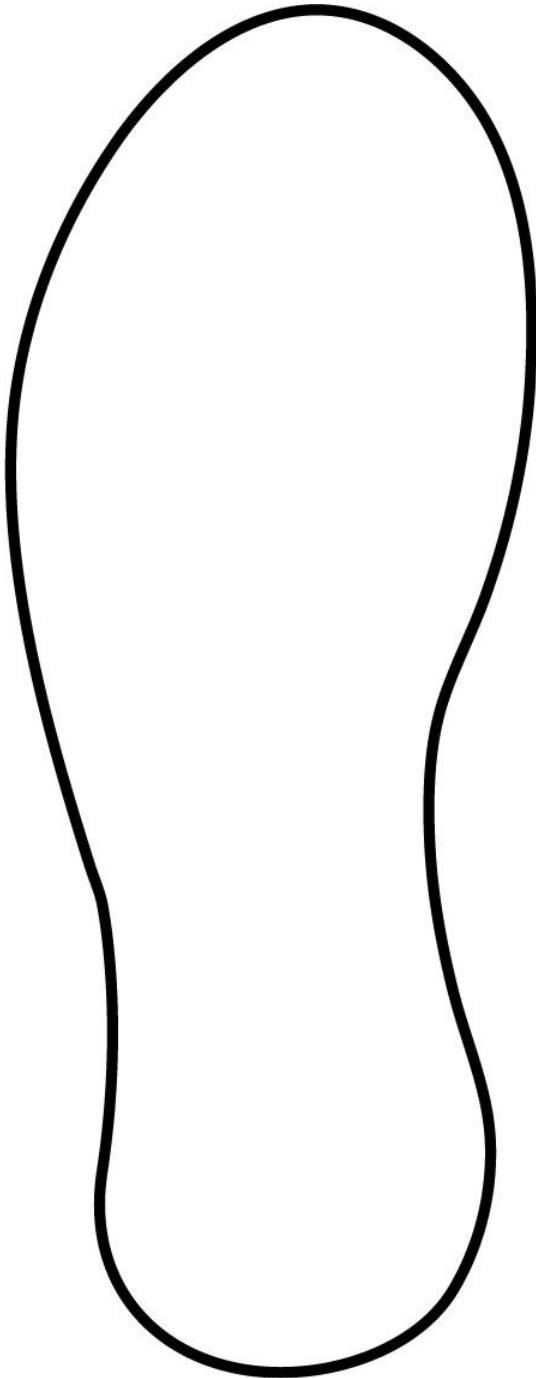
**Scenario #2:** Your school has a strict "no head wear" policy, so no one can wear baseball hats, stocking hats, fashion scarves, or bandanas during the school day. You are Muslim, though, and wear a hijab. You have gotten special permission to wear this, but people still look at you like you are breaking the rules or getting special treatment. How does it feel to be in your shoes?

Write or draw how this would feel in the shoe below.



**Scenario #3:** Your teachers use Google Classroom and Chromebooks in school. You actually get to take them home at night to work on homework and submit assignments. This is great for most kids, but you don't have a very good internet connection at home. In fact, you've had your cable and internet shut off a few times. You try to get everything done at school before you have to leave, but you don't always get it all done. Today you are supposed to watch some videos for math before class tomorrow but you can't fit them all in before school is over and you can't stay late because you have to babysit your little sister and baby cousin. How does it feel to be in your shoes?

Write or draw how this would feel in the shoe below.



**Scenario #4:** You and your friends hang out most days after school, often walking down to a local convenience store and then to a park or even back to school to hang out in the commons area. Your friends always have money to get a soda or some other snack. You never do. Your family is on a tight budget and you don't have any spending money of your own. How does it feel to be in your shoes?

Write or draw how this would feel in the shoe below.

