

Middle Level Grab and Go

Overview of Be an Includer

In Special Olympics Unified Champion Schools®, we believe leaders are includers. Includers recognize that everyone matters, everyone can lead, and everyone deserves respect and dignity.

The **Be an Includer (BAI)** learning journey helps middle school students understand what it means to be an includer throughout a typical school day. In this experience, students choose a school setting and explore a variety of ready-to-use, easy-to-understand resources. These resources provide practical, actionable tips that students can apply in their daily interactions.

Goal of This Grab-and-Go Resource

This grab-and-go resource helps teachers introduce new concepts in an engaging, student-centered way using a flexible Activate, Learn, Apply, Reflect format. All resources have been developed for easy implementation and limited planning.

Each resource serves a clear purpose:

- **Entrance Tickets:** Spark interest and connection while activating prior knowledge by using a short activity with talking points
- **Videos, Doodle Notes, and Tip Sheets:** Learn practical tips in a digestible format
- **Activity:** Apply learning and develop a personal inclusion plan using worksheets and role playing
- **Discussion Questions:** Reflect on the purpose and reinforce why inclusion matters in small or large groups

By mixing and matching these resources, students of all abilities will walk away equipped to be includers in 5 different areas of the school. Download and print to get started.

Middle Level Grab and Go

How To Use This Package of Resources

1. **Select** a setting:

- Hallway: Pages 3-9
- Lunch: Pages 10-16
- Physical Education (PE): Pages 17-23
- Clubs and Teams: Pages: 24-31
- Classroom: Pages 32-42

2. **Read** the objective page for that setting.

3. **Decide** on the **Activate, Learn, Apply, and Reflect** sequence you want to follow.

4. **Gather** and prepare any necessary materials.

5. **Follow** that instructional overview for your desired instructional sequence.

When To Use This Package of Resources

These resources are designed for **10-30 minute** learning blocks such as:

- Advisory or Homeroom
- FLEX time
- Club meetings
- Small group social sessions
- Sub plans
- Multi-day experiences

Glossary of Terms

Courageous Action: Doing what's right, even if it's scary

Empathy and Perspective-Taking: Understanding how someone else feels and experiences the world

Universal Dignity: Believing everyone has rights, deserves respect, and has value

Middle Level Grab and Go

Be An Includer in the Hallway Objective

Students will learn how to be **includers in the hallways** by having universal dignity, showing empathy and perspective-taking, and taking courageous action.

Materials

Entrance Ticket Be an Includer: Hallway Video Doodle Notes

Tip Sheet Activity Sheet

Instruction Options

Option 1	Option 2	Option 3	Option 4	Option 5
Activate Learn Apply Reflect	Activate Learn Apply	Learn Apply Reflect	Learn Apply	Learn Reflect
20-35 minutes	15-25 minutes	15-30 minutes	10-20 minutes	10-20 minutes

Middle Level Grab and Go

Instruction Overview

Activate: Concept Map

Time: 5 minutes

Option 1: Whole Group

- Draw a circle with the word 'hallway' in the middle on your board.
- Students call out words and concepts that relate to the school hallway.
- Write student responses on the board, organized around the center circle to show connections.
- Provide thought prompts to help with discussion:
 - Why do we use the hallway?
 - What do we see or hear in the hallway?
 - How do students behave in the hallway? Adults?

Option 2: Entrance Ticket

- Cut the entrance ticket worksheet in half. Pass out 1 per student.
- Students should write 1-2 words in each circle, answering the provided prompt.
- Have students pair up to compare their maps, or have the entrance ticket act as a planning sheet to help prepare for the creation of a class concept map above.

Learn: Video, Notes, and Tip Sheet

Time: 5-10 minutes

- Share or watch the 3-minute Be an Includer: Hallway video.
- **Optional:** Pass out the doodle notes for students to complete while watching.
- **Optional:** Distribute or display the tip sheet for all students.
- Ask follow-up questions to assess learning:
 - What's your strongest skill when you're in the hallway: universal dignity, empathy and perspective-taking or courageous action? Star it on your tip sheet.
 - Why is acting like an includer in the hallway important? How can it help our school?

Middle Level Grab and Go

Instruction Overview

Apply: Activity

Time: 5-10 minutes

- Pass out the planning activity sheet.
- Encourage students to refer to the tip sheet to help complete the activity.
- Students will circle their response, then write, draw, or list ideas in the text box.
- **Differentiation Ideas:** Allow students to verbalize responses or to work with peers, or create a virtual poll with examples and non-examples.

Reflect: Discussion Questions

Time: 5-10 minutes

Option 1: Discussion

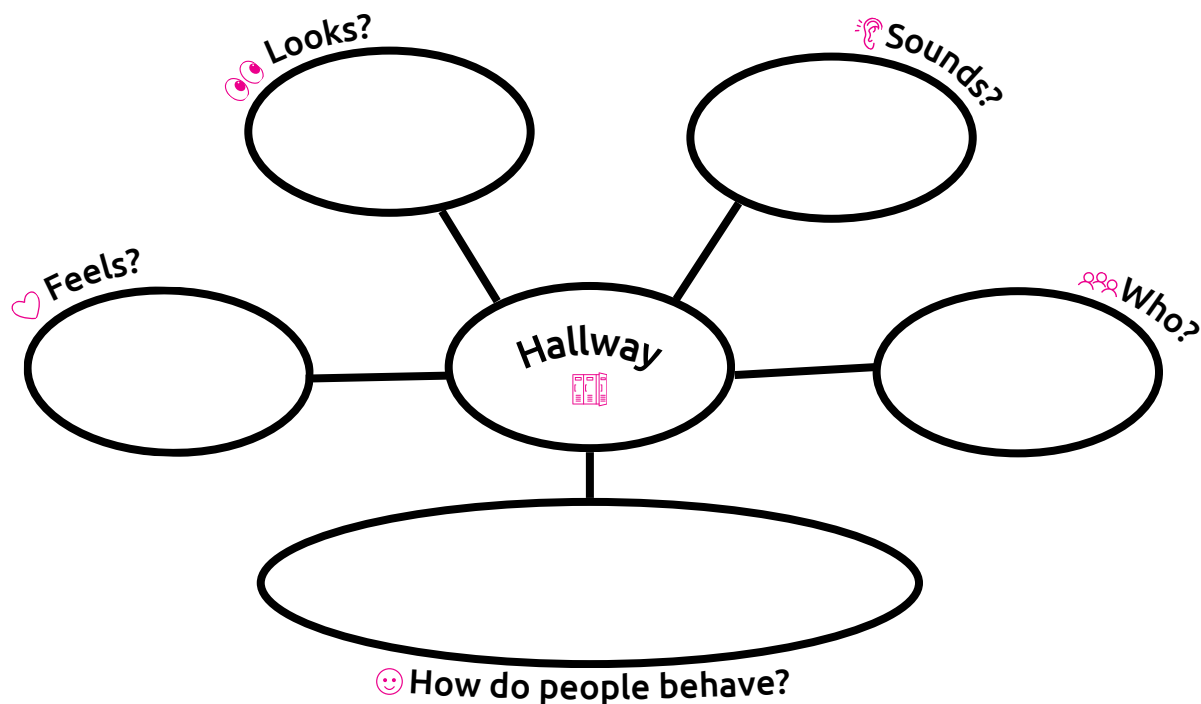
- Bring students together for a quick group discussion. Ask:
 - How will our hallways sound if we all act like includers?
 - How will our hallways look if we act like includers?
 - Who will feel more comfortable in the hallways if we act like includers?
 - What should adults do in the hall to help everyone feel included?
- **Differentiation Ideas:** Have students lead the discussion. Display or provide written questions. Foster connection and create a safe space by creating small groups or by using a think-pair strategy.
- **Inclusion Tip:** Note who shares or leads during this discussion. Use this information to help future discussions to ensure all students have a chance to lead or have their voice heard.

Option 2: Concept Map

- **Note:** Use only if you completed the "Activate, Option 1" portion of this lesson.
- Ask students to describe the hallway if everyone acted as an includer.
- Add onto the original concept map using a new color.
- Spend 1-2 minutes comparing the maps and the power of change.
- **Differentiation Idea:** Use the entrance ticket as an exit ticket to have students independently reflect or prepare for the group discussion.



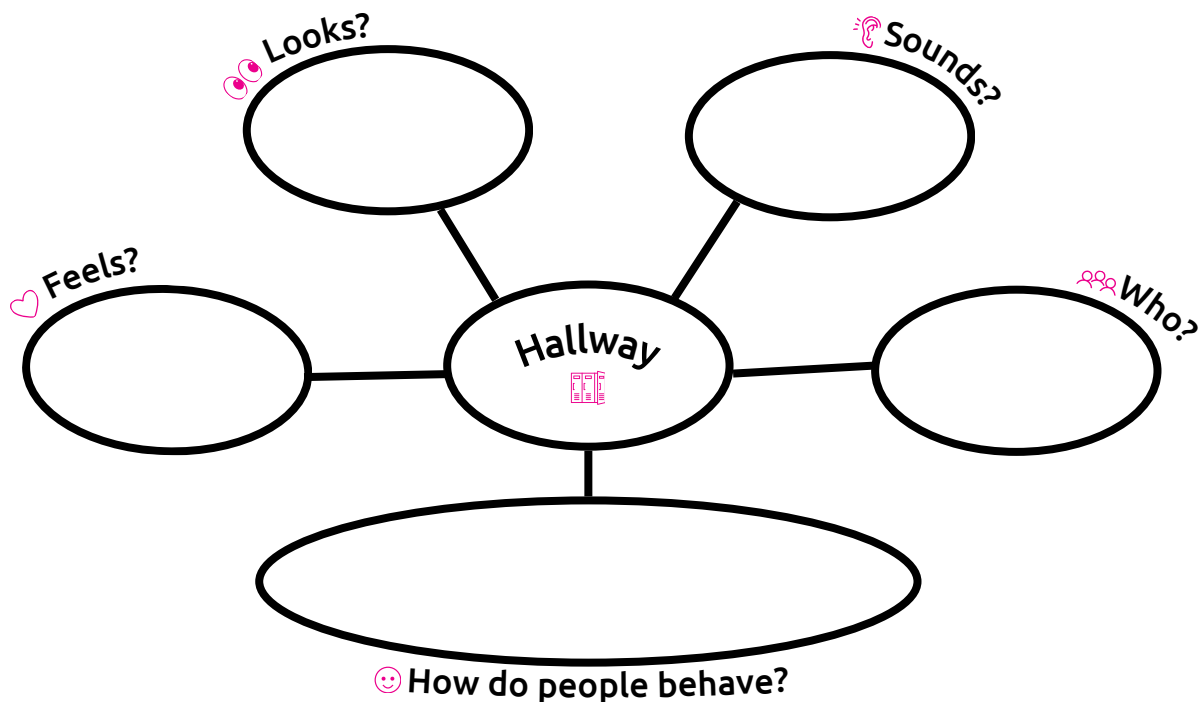
You're in the Hallway: Entrance Ticket



Hallway



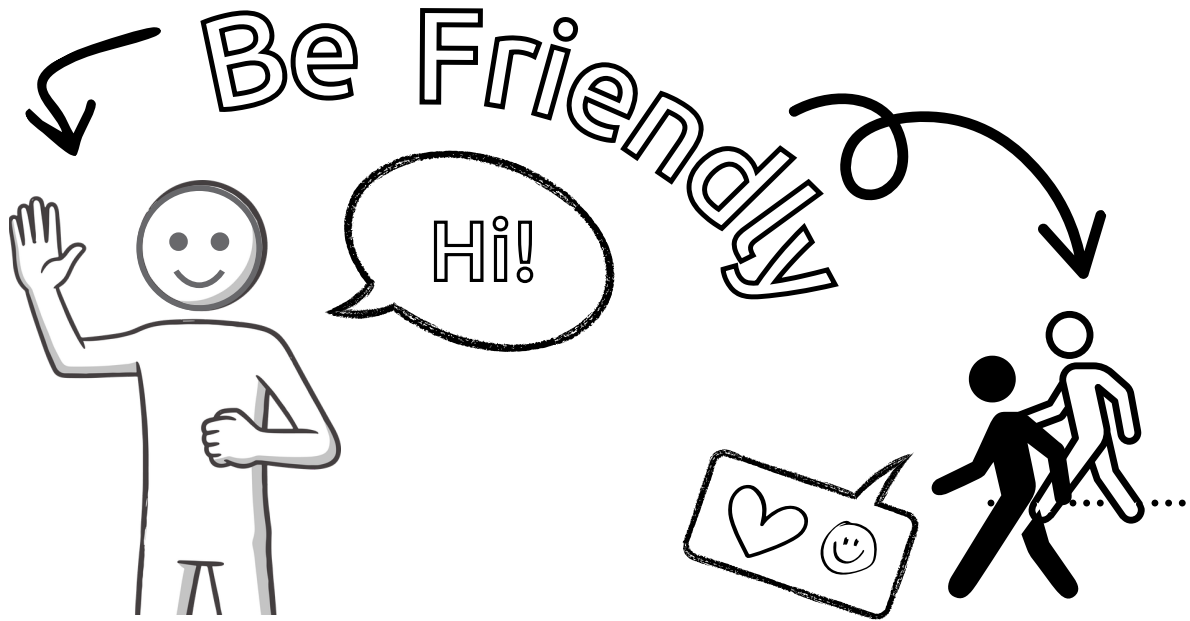
You're in the Hallway: Entrance Ticket



Hallway



How I Can Be an Includer in the Hallway



How I Can Be an Includer in the Hallway

Universal Dignity



Believing everyone has rights, deserves respect, and has value

- 1: Smile, wave, or say hi 😊
- 2: Walk with someone
- 3: See if they need help
- 4: Make friendly conversation

Empathy and Perspective-Taking



Understanding how someone else feels and experiences the world

- 1: Look for new or lonely classmates
- 2: Meet at the same time ↩
- 3: Invite them to a club or Unified event

Courageous Action



Doing what's right, even if it's scary

- 1: Explain to rude classmates that disrespectful behavior is hurtful
- 2: Talk with the person being disrespected *
- 3: Compliment and walk together



Hallway

Classroom

P.E. Class

Lunch

Clubs and Teams



You're in the Hallway



For the past week you've noticed your new classmate alone at their locker, head down, shoulders shrugged. You and your classmates race by while talking with friends and rushing into classrooms. **Your new classmate is completely ignored.** You finally decide to do something.

What will you practice first?



Universal
Dignity

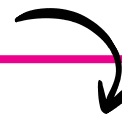


Empathy &
Perspective-Taking



Courageous
Action

Make a plan!



Middle Level Grab and Go

Be An Includer At Lunch Objective

Students will learn how to be **includers while at lunch** by having universal dignity, showing empathy and perspective-taking, and taking courageous action.

Materials

Entrance Ticket Be an Includer: Lunch Video Doodle Notes

Tip Sheet Activity Sheet

Instruction Options

Option 1	Option 2	Option 3	Option 4	Option 5
Activate Learn Apply Reflect	Activate Learn Apply	Learn Apply Reflect	Learn Apply	Learn Reflect
20-35 minutes	15-25 minutes	15-30 minutes	10-20 minutes	10-20 minutes

Middle Level Grab and Go

Instruction Overview

Activate: Yes, No, Maybe So

Time: 5 minutes

Option 1: Whole Group

- Have students stand shoulder to shoulder in a line.
- Pull the questions from the entrance ticket. Tell students they will listen to each question. They will answer the question by:
 - Stepping forward if the answer is yes and backward if the answer is no
 - Staying on the line if the answers is maybe so
- Students will return to the line and repeat until all questions are complete.
- **Differentiation Idea:** Create a virtual poll for more anonymity and comfort.
- **Inclusion Tip:** These questions require vulnerability. Complete this activity with students who are already comfortable with one another.

Option 2: Entrance Ticket

- Cut the entrance ticket worksheet in half. Pass out 1 per student.
- Students will read each question then circle their response.
- Have students pair up to compare their answers, or have the entrance ticket act as a planning sheet to help prepare for the class activity above.
- **Inclusion Tip:** Complete this option with a new group of students so they feel safe and confident to respond.

Learn: Video, Notes, and Tip Sheet

Time: 5-10 minutes

- Share or watch the 3-minute Be an Includer: Lunch video.
- **Optional:** Pass out the doodle notes for students to complete while watching.
- **Optional:** Distribute or display the tip sheet for all students.
- Ask follow-up questions to assess learning:
 - What's your strongest skill when you're at lunch: universal dignity, empathy and perspective-taking or courageous action? Star it on your tip sheet.
 - What if someone is eating alone? What could this mean? What could you do?

Middle Level Grab and Go

Instruction Overview

Apply: Activity

Time: 5-10 minutes

- Pass out the planning activity sheet.
- Encourage students to refer to the tip sheet to help complete the activity.
- Students will identify 3 words that describe their lunch experience. They will write 1 in each text box.
- Students will read each scenario and circle what skill they will practice in that situation.
- **Differentiation Idea:** Allow students to verbalize responses or work with peers.

Reflect: Discussion Questions

Time: 5-10 minutes

Discussion

- Bring students together for a quick group discussion. Ask:
 - Why might it feel scary to act as an includer during lunch?
 - What is 1 way you will show universal dignity, courageous action, or empathy in the at lunch?
 - How could our lunch experience improve if we are all includers?
 - What are some questions we can ask or things we can discuss at lunch? Let's create a list of things that are relevant or popular right now.
- **Differentiation Ideas:** Have students lead the discussion. Display the questions or provide written questions to specific students. Foster connection and create a safer space by allowing students to discuss in small groups, or use a think-pair strategy.
- **Inclusion Tip:** Note who shares or leads during this discussion. Use this information to help future discussions to ensure all students have a chance to lead or have their voice heard.



It's Lunchtime: Entrance Ticket



YES

NO

MAYBE SO

Would you invite someone new to sit with you?			
Do you think others would judge you for sitting with someone new or different?			
Have you ever been asked to sit with someone you didn't know?			
Have you ever felt nervous going into the lunch room?			

Lunch



It's Lunchtime: Entrance Ticket



YES

NO

MAYBE SO

Would you invite someone new to sit with you?			
Do you think others would judge you for sitting with someone new or different?			
Have you ever been asked to sit with someone you didn't know?			
Have you ever felt nervous going into the lunch room?			

Lunch

How I Can Be an Includer at Lunch

Universal Dignity



Believing everyone has rights, deserves respect, and has value

- 1: Say hi in the line 😊
- 2: Start a friendly conversation
- 3: Look for those alone or left out

Empathy and Perspective-Taking



Understanding how someone else feels and experiences the world

- 1: Invite others to sit with you
- 2: Ask questions, give compliments
- 3: Offer help to get through the line
- 4: Give suggestions on what to eat

Courageous Action



Doing what's right, even if it's scary

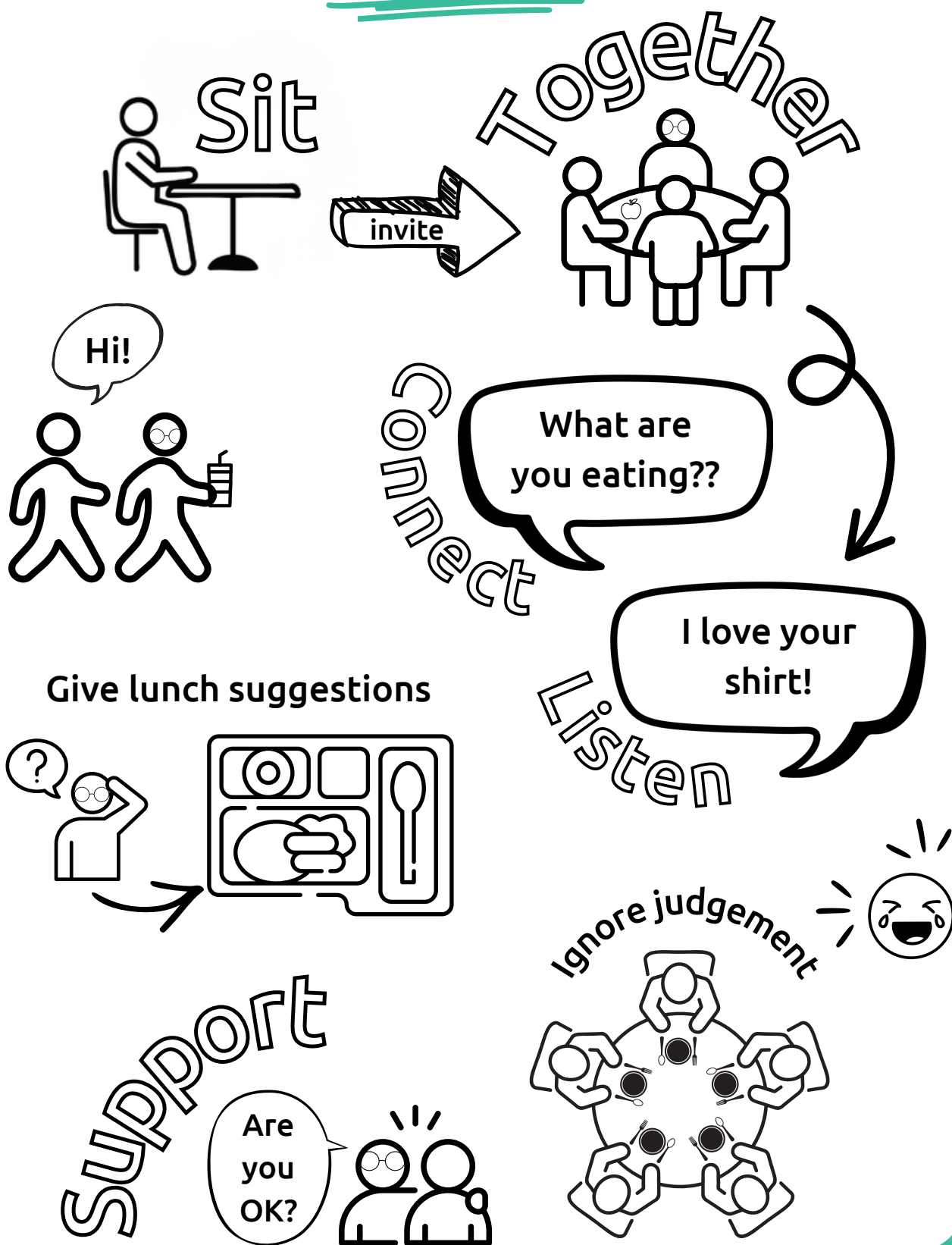
- 1: Ignore others' judgement
- 2: Listen and include everyone in the conversation
- 3: Speak up if someone is rude





How I Can Be an Includer at Lunch

Lunch





It's Lunchtime



Describe your lunch room in 3 words:

Lunch

Imagine someone is...

I will practice:

...standing alone with their tray



Universal
Dignity



Empathy &
Perspective-Taking



Courageous
Action

...reading at the lunch table



Universal
Dignity



Empathy &
Perspective-Taking



Courageous
Action

...asking to sit with your group



Universal
Dignity



Empathy &
Perspective-Taking



Courageous
Action

...eating something you've
never seen before



Universal
Dignity



Empathy &
Perspective-Taking



Courageous
Action

...walking next to you on the way
to the garbage



Universal
Dignity



Empathy &
Perspective-Taking



Courageous
Action

...being cut off by others during a
conversation



Universal
Dignity



Empathy &
Perspective-Taking



Courageous
Action

Middle Level Grab and Go

Be An Includer in PE Objective

Students will learn how to be **includers in PE** by having universal dignity, showing empathy and perspective-taking, and taking courageous action.

Materials

Entrance Ticket

Be an Includer: PE Video

Doodle Notes

Tip Sheet

Activity Sheet

Instruction Options

Option 1	Option 2	Option 3	Option 4	Option 5
Activate Learn Apply Reflect	Activate Learn Apply	Learn Apply Reflect	Learn Apply	Learn Reflect
20-35 minutes	15-25 minutes	15-30 minutes	10-20 minutes	10-20 minutes

Middle Level Grab and Go

Instruction Overview

Activate: Think-Pair-Share

Time: 5 minutes

Option 1: Whole Group

- Read the 1st prompt from the entrance ticket. Have students think of an answer.
- After thinking, have students stand up, walk to a classmate and give them a high-five. They will share their responses with each other.
- Students will stay where they are and return attention to the class. Ask the pairs to share their answers and document responses on the board.
- Repeat with each prompt. Students will pair up with a new student each time.
- **Differentiation Idea:** Remove the high-five, or replace with tossing a ball.

Option 2: Entrance Ticket

- Cut the entrance ticket worksheet in half. Pass out 1 per student.
- Students will complete 1 column at a time. First, they will write their answer in the 'think' circle.
- Students then pair up and write down their partner's answer in the 'pair' circle.
- Students will stay where they are and return attention to the class. Ask a few pairs to share their answers and document responses on the board.
- Students will write 1 answer they heard from the group in the 'share' circle.
- Repeat for the remaining 3 rows.

Learn: Video, Notes, and Tip Sheet

Time: 5-10 minutes

- Share or watch the 4-minute Be an Includer: PE video.
- **Optional:** Pass out the doodle notes for students to complete while watching.
- **Optional:** Distribute or display the tip sheet for all students.
- Ask follow-up questions to assess learning:
 - What's your strongest skill when you're in PE: universal dignity, empathy and perspective-taking or courageous action? Star it on your tip sheet.
 - How can learning each others' strengths actually make PE more fun?

Middle Level Grab and Go

Instruction Overview

Apply: Activity

Time: 5-10 minutes

- Pass out the planning activity sheet.
- Encourage students to refer to the tip sheet to help complete the activity.
- Students will identify 3 words that describe their PE experience. They will write 1 in each text box.
- Students will read each scenario and circle what skill they will practice in that situation.
- **Differentiation Ideas:** Allow students to verbalize responses or to role play the scenarios and different responses with peers.

Reflect: Discussion Questions

Time: 5-10 minutes

Discussion

- Bring students together for a quick group discussion. Ask:
 - How will our PE class sound if we all act like includers?
 - How will our PE class look if we act like includers?
 - Who will feel more confident and comfortable in PE if we act like includers?
- **Differentiation Ideas:** Have students lead the discussion. Display the questions or provide written questions to specific students. Foster connection and create a safer space by allowing students to discuss in small groups, or use a think-pair strategy.
- **Inclusion Tip:** Note who shares or leads during this discussion. Use this information to help future discussions to ensure all students have a chance to lead or have their voice heard.



You're in PE: Entrance Ticket



1 word to describe...

how PE **sounds**

how PE **looks**

how PE makes
you **feel**

what classmates **do**
during PE



THINK



PAIR



SHARE

P.E. Class



You're in PE: Entrance Ticket



1 word to describe...

how PE **sounds**

how PE **looks**

how PE makes
you **feel**

what classmates **do**
during PE



THINK



PAIR



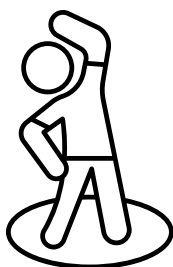
SHARE

P.E. Class

How I Can Be an Includer in Physical Education

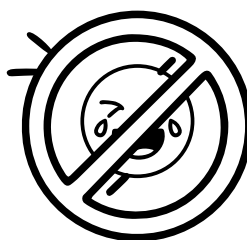
Respect

Listen



to all leaders

Empower



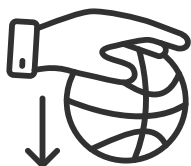
Ignore judgement

Ask

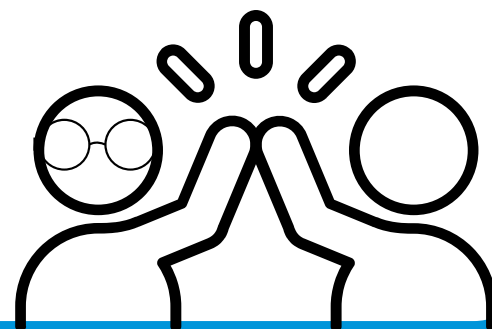
What are you good at?

and Share

I like to play...



Co-lead



to create meaningful team roles

How I Can Be an Includer in Physical Education

Universal Dignity



Believing everyone has rights, deserves respect, and has value

- 1: Ask others what they're good at
- 2: Learn what others enjoy playing
- 3: Share about yourself



Empathy and Perspective-Taking



Understanding how someone else feels and experiences the world

- 1: Empower^{*} others to use their skills
- 2: Co-lead stretches, run a drill
- 3: Show respect and listen to leaders

Courageous Action



Doing what's right, even if it's scary

- 1: Ignore others' judgement
- 2: Use strengths to meaningfully include others
- 3: Talk to your teacher about making games more inclusive



P.E. Class

Lunch

Clubs and Teams

Hallway

Classrooms



You're in P.E. Class



Describe your P.E. class in 3 words:

Imagine someone is...

I will practice:

...laughing at another player for how they shoot the ball



Universal Dignity



Empathy & Perspective-Taking



Courageous Action

...always being told what to do by other classmates



Universal Dignity



Empathy & Perspective-Taking



Courageous Action

...often sitting out of the game



Universal Dignity



Empathy & Perspective-Taking



Courageous Action

...rolling their eyes when others cheer classmates on



Universal Dignity



Empathy & Perspective-Taking



Courageous Action

...often left out when told to get in pairs for an activity



Universal Dignity



Empathy & Perspective-Taking



Courageous Action

...struggling with following the rules of the game



Universal Dignity



Empathy & Perspective-Taking



Courageous Action

Middle Level Grab and Go

Be An Includer on Clubs and Teams Objective

Students will learn how to be **includers in their clubs and on their teams** by having universal dignity, showing empathy and perspective-taking, and taking courageous action.

Materials

[Entrance Ticket](#)

[Be an Includer: Clubs & Teams Video](#)

[Doodle Notes](#)

[Tip Sheet](#)

[Activity Sheet](#)

Instruction Options

Option 1	Option 2	Option 3	Option 4	Option 5
Activate Learn Apply Reflect	Activate Learn Apply	Learn Apply Reflect	Learn Apply	Learn Reflect
20-35 minutes	15-25 minutes	15-30 minutes	10-20 minutes	10-20 minutes

Middle Level Grab and Go

Instruction Overview

Activate: Yes, No, Maybe So

Time: 5 minutes

Option 1: Whole Group

- Have students stand shoulder to shoulder in a line.
- Read the questions from the entrance ticket worksheet.
- Tell students they will listen to each question. They will answer the question by:
 - Stepping forward if the answer is yes
 - Stepping backward if the answer is no
 - Staying on the line if the answers is maybe so
- After each question, students will return to the line and repeat until all questions are complete.
- **Differentiation Idea:** Create a virtual poll for more anonymity and comfort

Option 2: Entrance Ticket

- Cut the entrance ticket worksheet in half. Pass out 1 per student.
- Students will read each question then circle their response.
- Have students pair up to compare their answers, or have the entrance ticket act as a planning sheet to help prepare for the class activity above.

Learn: Video, Notes, and Tip Sheet

Time: 5-10 minutes

- Share or watch the 4-minute Be an Includer: Clubs and Teams video.
- **Optional:** Pass out the doodle notes for students to complete while watching.
- **Optional:** Distribute or display the tip sheet for all students.
- Ask follow-up questions to assess learning:
 - What's your strongest skill when with your club or team: universal dignity, empathy and perspective-taking or courageous action? Star it on your tip sheet.
 - Why is showing support to your club or teammates important?

Middle Level Grab and Go

Instruction Overview

Apply: Activity

Time: 5-10 minutes

- Pass out the planning activity sheet.
- Encourage students to refer to the tip sheet to help complete the activity.
- Students will read each scenario and write how they will show the specific skill in that scenario.
- **Differentiation Ideas:** Allow students to verbalize responses or work with peers. Assign both activities, or just 1 based on student involvement or interest.

Reflect: Discussion Questions

Time: 5-10 minutes

Discussion

- Bring students together for a quick group discussion. Ask:
 - How will your club and/or team sound if everyone acts like includers?
 - How will your club and/or team look if everyone acts like includers?
 - Who will feel more confident and comfortable in the club or on the team if we act like includers?
 - What should the adults who help lead the club or team do to help everyone feel included and act like includers?
- **Differentiation Ideas:** Have students lead the discussion. Display the questions or provide written questions to specific students. Foster connection and create a safer space by allowing students to discuss in small groups, or use a think-pair strategy.
- **Inclusion Tip:** Note who shares or leads during this discussion. Use this information to help future discussions to ensure all students have a chance to lead or have their voice heard.

Clubs and Teams: Entrance Ticket



YES NO MAYBE SO

Are you a member of a club or on a team at school?			
Do you think being on a team or club is a good way to make friends ?			
Do you ever get frustrated with your club or teammates?			
Do you think only the "best" people should be in the club or on the team?			

Clubs & Teams

Clubs and Teams: Entrance Ticket



YES NO MAYBE SO

Are you a member of a club or on a team at school?			
Do you think being on a team or club is a good way to make friends ?			
Do you ever get frustrated with your club or teammates?			
Do you think only the "best" people should be in the club or on the team?			

Clubs & Teams

How I Can Be an Includer with Clubs and Teams



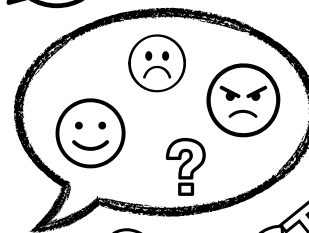
Invite others



Include all



Use strengths



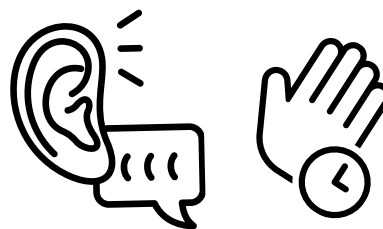
QUESTIONS

"How do you like to work?"
"How are you?"



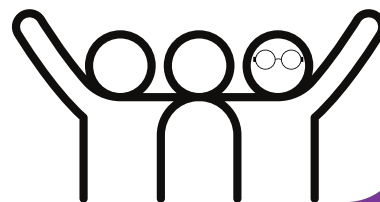
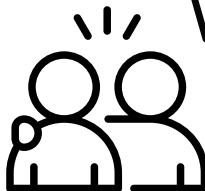
Encourage

Support



Listen and wait!

before you share



How I Can Be an Includer with Clubs and Teams

Universal Dignity



Believing everyone has rights, deserves respect, and has value

- 1: Support different reflection styles
- 2: Listen and wait to share*
- 3: Ask follow-up questions
- 4: Speak to those being rude

Empathy and Perspective-Taking



Understanding how someone else feels and experiences the world

- 1: Ask how others are feeling
- 2: Offer support with a high-five
- 3: Give encouragement
- 4: Make sure everyone is included in the process

Courageous Action



Doing what's right, even if it's scary

- 1: Invite others to join your club or team
- 2: Use strengths and interests to create meaningful roles

Clubs and Teams

Hallway

Classroom

P.E. Class

Lunch



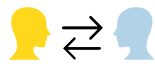


You're a Part of a Club



Before the event

You notice another member with their head down during the Spirit Week planning meeting. **What can you do to get them get more involved in the activities?**



Empathy &
Perspective-Taking

During the event

You're helping plan a school wide Spirit Week, but your club has had the same people giving ideas for the last 2 years. **How can you include other people or clubs to come up with something new?**



Courageous Action

After the event

Your club president asks the club to give feedback on Spirit Week. They move to the next thing on the agenda after only 2-3 minutes. Some people didn't share their thoughts. **What can do to give more people the opportunity to give feedback?**



Universal Dignity



You're On a Team



Before the game

You notice a teammate pacing back and forth before the game. This is unusual behavior. **What can you do to support your teammate to feel ready to play?**



Empathy &
Perspective-Taking

During the game

You realize the same players have been shooting the ball while another player continues to run up and down the court. **What can you do to make sure this player is included in the game?**



Courageous Action

After the game

You've lost another game. Your coach asks the team what needs to happen to get back on track. **What can you do or say?**



Universal Dignity

Middle Level Grab and Go

Be An Includer in the Classroom Objective

Students will learn how to be **includers in their classrooms** by having universal dignity, showing empathy and perspective-taking, and taking courageous action.

Materials

[Entrance Ticket](#) [Classroom Labels](#) [Be an Includer: Classroom Video](#)

[Doodle Notes](#) [Tip Sheet](#) [Activity Sheet](#)

Instruction Options

Option 1	Option 2	Option 3	Option 4	Option 5
Activate Learn Apply Reflect	Activate Learn Apply	Learn Apply Reflect	Learn Apply	Learn Reflect
20-35 minutes	15-25 minutes	15-30 minutes	10-20 minutes	10-20 minutes

Middle Level Grab and Go

Instruction Overview

Activate: 4 Corners

Time: 5 minutes

Option 1: Whole Group

- Designate each corner in the room as a different response.
- Read the 1st question and review answer locations. Questions are on the entrance ticket.
- Have students move to the corner that reflects their answer.
- While in their corners ask them to discuss why they chose this answer.
- Repeat for each question.
- **Inclusion Tip:** Display a diagram of the room with each corner's answer OR label each corner prior to beginning the activity. Use the provided labels.

Option 2: Entrance Ticket

- Cut the entrance ticket worksheet in half. Pass out 1 per student.
- Students will read each question then circle their response.
- Have students pair up to compare their answers, or have the entrance ticket act as a planning sheet to help prepare for the class activity above.
- **Differentiation Idea:** Create a virtual poll for more anonymity and comfort.

Learn: Video, Notes, and Tip Sheet

Time: 5-10 minutes

- Share or watch the 3-minute Be an Includer: Classroom video.
- **Optional:** Pass out the doodle notes for students to complete while watching.
- **Optional:** Distribute or display the tip sheet for all students.
- Ask follow-up questions to assess learning:
 - What's your strongest skill when you're in class: universal dignity, empathy and perspective-taking or courageous action? Star it on your tip sheet.
 - How can speaking up while in class feel scary?

Middle Level Grab and Go

Instruction Overview

Apply: Activity

Time: 5-10 minutes

- Pass out the planning activity sheet.
- Encourage students to refer to the tip sheet to help complete the activity.
- Students will circle their classroom and classmate scenarios.
- Students will then circle the skill they will practice then write, draw, or list how they will practice that skill in their imagined scenario.
- **Differentiation Ideas:** Allow students to verbalize responses or work with peers. Provide an example of a plan and talk through your thinking.

Reflect: Discussion Questions

Time: 5-10 minutes

Discussion

- Bring students together for a quick group discussion. Ask:
 - How will our class sound if we all act like includers?
 - How will our class look if we act like includers?
 - Who will feel more confident and comfortable in class if we act like includers?
 - What should the adults in the class do to help everyone feel included and act like includers?
- **Differentiation Ideas:** Have students lead the discussion. Display the questions or provide written questions to specific students. Foster connection and create a safer space by allowing students to discuss in small groups, or use a think-pair strategy.
- **Inclusion Tip:** Note who shares or leads during this discussion. Use this information to help future discussions to ensure all students have a chance to lead or have their voice heard.



You're in Class: Entrance Ticket



What is your favorite class?



English Language Arts
Social Studies / History
Science
Math

How do you like to learn?



Listen to the teacher/taking notes
Working in a small group
Hands-on activities
Working alone

What makes a class feel welcoming?



Friendly classmates
Supportive teacher
Fun/creative activities
A calm/quiet space

What do you like least?



Tests and quizzes
Writing essays
Long-term projects
Giving a presentation

Classroom



You're in Class: Entrance Ticket



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Classroom

What is your favorite class?

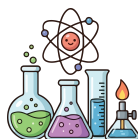
English Language Arts



Social Studies / History



Science



Math



How do you like to learn?

Listen to teacher / take notes



Working in small groups



Hands-on activities



Working alone



What makes class feel welcoming?

Friendly classmates



Supportive teacher



Fun/creative activities



A calm and quiet space



What do you like the least?

Tests and quizzes



Writing essays



Long-term projects

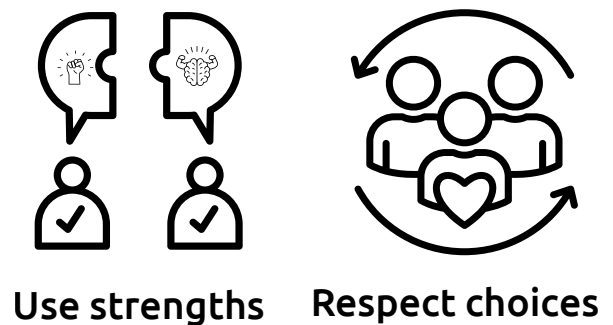
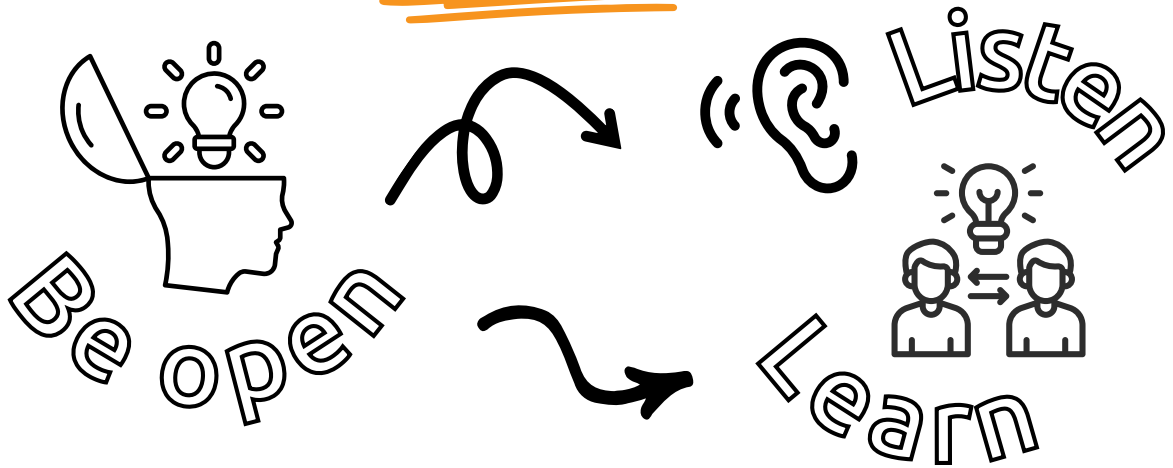


Presentations





How I Can Be an Includer in the Classroom



How I Can Be an Includer in the Classroom

Universal Dignity



Believing everyone has rights, deserves respect, and has value

- 1: Encourage* others to share
- 2: Listen to each other
- 3: Be open to learn from others

Empathy and Perspective-Taking



Understanding how someone else feels and experiences the world

- 1: Recognize effort with a smile 😊
- 2: Ask if someone needs help
- 3: Respect others' choices
- 4: Use one another's strengths

Courageous Action



Doing what's right, even if it's scary

- 1: Speak up for yourself and others
- 2: Work with a teacher to problem-solve
- 3: Ask to work with someone new



Classroom

P.E. Class

Lunch

Clubs and Teams

Hallway



You're in Class



Create your situation. **Pick 1** from each column.

Classroom

- Teacher lecture
- Group project work time
- Small group with teacher support
- Partner work time
- Independent work time

Classmates

- Classmate gets an answer wrong
- The same 2 people share ideas
- Classmate is sitting alone
- Someone is confused on what to do

What would you practice in this situation?



Universal Dignity



Empathy & Perspective-Taking



Courageous Action

Make a plan!