

## Inclusiveness

### 4th-5th grades

#### Overview

In this build series, students will reflect on a personal experience involving inclusiveness. They will discuss what it means to be included, describe a personal experience, consider how to make others feel included, and make connections between inclusive and exclusive behavior.

#### Connect to Curriculum

This build series can be part of classroom activities that involve:

#### Conflict Resolution and Mediation:

- Identifying inclusive and exclusive behavior.
- Developing strategies to weigh options and possible outcomes in a given situation.
- Developing strategies to promote meaningful inclusion of others.

#### Reflection:

- Evaluating one's own actions in a given situation.
- Evaluating the actions of another person or group in a given situation.

#### Personal Expression:

- Developing vocabulary to express one's thoughts and feelings effectively.

#### Creative and Critical Thinking:

- Evaluating possible outcomes in a given situation.

#### Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *included*, *inclusive*, *excluded*, and *exclusive*.
- Brainstorming ways in which inclusion can be encouraged in one-on-one and group situations and defining useful expressions and vocabulary to do so.
- Discussing situations in which inclusion and exclusion are key considerations.
- Reading fiction or nonfiction texts or watching videos that feature inclusion and exclusion. It is a good idea to include scenes in which characters show positive actions to include someone who may be actively or passively excluded. Popular children's situational shows or materials that focus on bullying prevention may be helpful resources.
- Role-playing situations in which it is or is not acceptable to exclude others and highlighting the roles different people play in situations of inclusion or exclusion.

#### Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



**Tip:**  
Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.

**Vocabulary:**

- **included:** to be part of the whole or group
- **inclusive:** including many things, everything, or everyone
- **excluded:** to be shut out from consideration, or to be kept out
- **exclusive:** excluding many people or things from participation or consideration

## Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

### Extensions

After completing the build series, encourage further learning by:

- Creating a collage of actions that show inclusion, such as people making eye contact or sitting in groups. (Visual Art)
- Role-playing scenarios and strategies that deal with exclusion and how to include others. Have students generate the scenarios to be explored. (Character Education, Dramatic Arts)
- Having a class debate about whether it is always best to be included, or if there are situations in which not being included can be advantageous. (Character Education)
- Writing a story, drawing a scene, or acting out a scene about being excluded and then rewriting it with an inclusive outcome. Compare how the two scenes are different. (Language Arts, Visual Arts, Dramatic Arts)

### Facilitating Questions:

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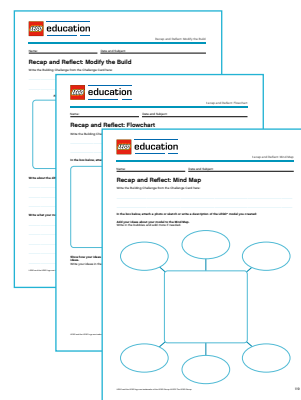
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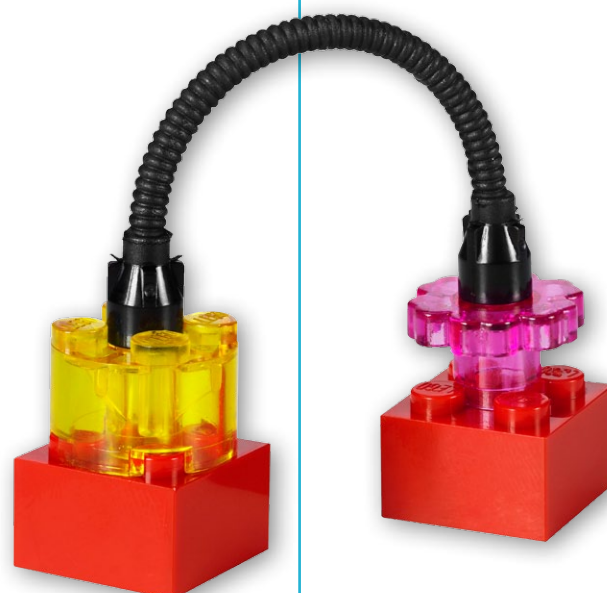
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#### Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Inclusiveness

# 1 Think about



These four building tasks will help you express your thoughts and ideas about the importance of being inclusive.

**Build:** Build a model that represents what it means to be included.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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# 2 Remember



Now that you've thought about what it means to be inclusive, it is useful to recall a specific example from your own life when you have experienced this.

**Build:** Build a model that represents a time when you felt included.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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# 3 Imagine



Now you will use your imagination and creativity to think about how your actions can help others feel included.

**Build:** Build a model that represents how you could make everyone feel included in an activity.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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# 4 Conclude



Now you will build a model that sums up what you have learned so far.

**Build:** Build a model with two parts that represent what it means to be inclusive and what it means to be exclusive.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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