



## Teaching Progression:



### Step 2: Include Others

**SUB SKILL(S):**

- Understand why including others is important
- Ask people to join the team

**VALUABLE VOCABULARY:**

*include*

**GUIDING QUESTIONS:**

How can I make people feel included?

**NHES PERFORMANCE INDICATORS:**

(4.2.1) Demonstrate healthy ways to express needs, wants, and feelings.

### Step 2: Include Others | Sub Skill: Understand Why Including Others Is Important



**SUGGESTED LEARNING ACTIVITY 1:**

Remind students that one of the most important jobs for everyone on a team is to include others. Read students a story about a character not being included. Ask students the following questions:

- How do you think this character feels?
- What could be done to make this character feel better?
- Why is it important to include others?

### Step 2: Include Others | Sub Skill: Ask People To Join The Group



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that when people are not participating in a group, we need to ask others to join our teams. Tell students that they will practice asking people to join a game. Share with students that you will be listening to see how they ask others to join the game to make sure everyone is included.

See Next Page For Teaching Notes.

**Language of Health Literacy:**

\_\_\_\_\_, *will you join our group?*

*We need your help to* \_\_\_\_\_ *. Will you help?*

*I see you aren't* \_\_\_\_\_ *.*

*Would you* \_\_\_\_\_ *to help the team?*

*We are* \_\_\_\_\_ *(activity).*

*Do you want to* \_\_\_\_\_ *?*



## Teaching Progression: Step 2 | Include Others (Cont.)

### TEACHING NOTES:

- See the *Resource Bank* below for team building activities.
- Model and provide the *Language of Health Literacy* to support students to include everyone while playing the game.



### SUGGESTED LEARNING ACTIVITY 2:

Place all students into small groups (3-4). Have students play a game where they form groups of different numbers. Say out loud, "Make a group of \_\_\_\_\_." When you say this, students must run around to make different groups.

At the end of the game, ask students the following questions:

- How did it feel to be asked to join a group?
- Did you ever get left out? How did that feel?
- When do we see people left out of groups?
- How can we make sure people are included?

### TEACHING NOTES:

- Play this game for several rounds. Then, debrief the activity with the class.
- Model and provide the *Language of Health Literacy* to support students in creating groups.