



## Teaching Progression:



### Step 2: Include Others

#### SUB SKILL(S):

- Explain why it is important to include others
- Learn about teammates
- Include all members
  - Facing all members of the team in a circle
  - Ensuring that everyone speaks at least once
  - Asking questions to get all team member's ideas
  - Assigning clear jobs for everyone (e.g. time keeper, note taker, leader)
  - Creating norms or team agreements

#### VALUABLE VOCABULARY:

*inclusion, exclusion, norms, excluded, included*

#### GUIDING QUESTIONS:

How do I ensure all people are included in my team? How do I compromise with my team to create norms that include everyone?

#### NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.

### Step 2: Include Others | Sub Skill: Explain Why It Is Important To Include Others



#### SUGGESTED LEARNING ACTIVITY 1:

Define *inclusion* and *exclusion*. *Inclusion* means *everyone gets to participate*. *Exclusion* means *some people do not get to participate or participate fully*.

Have students look at a series of pictures showing people including or excluding others. Have students shout out if the image demonstrates inclusion or exclusion.

See Next Page For Teaching Notes.

#### Language of Health Literacy:

*Including others means* \_\_\_\_\_.

*Including others is important because* \_\_\_\_\_.

*Including others makes people feel* \_\_\_\_\_.

*Excluding others makes people feel* \_\_\_\_\_.

*I feel* \_\_\_\_\_ *when I am (include/excluded) because* \_\_\_\_\_.

*A perfect teammate includes others because* \_\_\_\_\_.



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

### TEACHING NOTES:

- Use other definitions that meet the needs of your students.



### SUGGESTED LEARNING ACTIVITY 2:

To have students understand the impact of inclusion and exclusion, ask students the following questions:

- How do people feel when they are included?
- How do people feel when they are excluded?
- Why do we need to talk about inclusion when we are working to build a team?



### SUGGESTED LEARNING ACTIVITY 3:

Reference the "perfect teammate" chart from Step 1. Ask students the following questions:

- Do good teammates make us feel included or excluded?
- Why do you think it is important for all team members to feel included?
- What happens to a team if members feel excluded?
- What are the major factors that make people in teams feel excluded?



### SUGGESTED LEARNING ACTIVITY 4:

Read students a story about a character who did not feel included. Throughout the story, pause and ask students what actions are making the character feel excluded. Ask students how they think the character feels.

After the story, ask students to discuss their personal experiences:

- How does it feel to be included?
- How do certain people make you feel included?
- Explain a time you felt excluded. How did it feel to be excluded?
- What did people do that made you feel excluded?

### TEACHING NOTES:

- See the *Resource Bank* below for suggested book list.
- Model and provide the *Language of Health Literacy* to support students explaining the impact of inclusion and exclusion.



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

### Step 2: Include Others | Sub Skill: Get To Know Teammates



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one way to include others is to learn more about them. Tell students that asking teammates about who they are as people is a great strategy for making everyone feel included and welcome. Give students a classmate scavenger hunt. Have students use this scavenger hunt to get to know the different experiences of all their classmates.

Once the activity is complete, ask students:

- What is something new you learned about a classmate today?
- Who in the class do you think would be our \_\_\_\_\_ expert? (Fill in with different ideas from scavenger hunt like football, music, travel.)
- How can all these different experiences make our class stronger?

#### Language of Health Literacy:

Do you like \_\_\_\_\_?

How do you feel about \_\_\_\_\_?

Have you ever \_\_\_\_\_?

What do you think of \_\_\_\_\_?

Do you have \_\_\_\_\_?

#### TEACHING NOTES:

- See *Resource Bank* below for scavenger hunt examples.
- Model and provide question-stems from the *Language of Health Literacy* to make sure students are asking questions to learn more about their classmates.

### Step 2: Include Others | Sub Skill: Include All Members



#### SUGGESTED LEARNING ACTIVITY 1:

Tell students that there are additional strategies their teams can use to make all people feel included. Give students a list of specific strategies to try during the upcoming group activity. Provide examples and models for each strategy. Debrief with students after each strategy how using the strategy would help include all members of a team.

Possible strategies include:

- Facing all members of the team in a circle
- Ensuring that everyone speaks at least once
- Asking questions to get all team member's ideas
- Assigning clear jobs for everyone (e.g. time keeper, note taker, leader)
- Creating norms or team agreements

#### Language of Health Literacy:

I will \_\_\_\_\_ to make sure everyone is included.



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



### SUGGESTED LEARNING ACTIVITY 2:

Place students in groups of four. Assign a task that requires all students to contribute in order to complete it. Explain to them that they each will have different ways to complete the task their group is assigned, and it is up to their group to come to an agreement on one effective strategy for solving the problem.

After the activity, have students reflect in writing by answering the following questions:

- How did you feel during this activity?
- Did you feel included or excluded?
- Did any disagreements occur? Explain.
- On a scale of 1 - 10, 1 being the absolute worst and 10 being the best in the world, how effective was your team? Explain.

### TEACHING NOTES:

- See *Resource Bank* below for suggested activities.
- Remind students that research shows that teams that have different ideas tend to create better, more creative solutions to problems, so everyone must be included in solving the team's problem.
- Before students begin their task, ask them to complete any necessary inclusion strategies they learned. For example, if creating norms or team agreements was taught, give students time to create these before getting started.
- While students complete their task, walk around and monitor their interactions. Prompt students to be aware of actions that are including others or excluding others and provide positive feedback to students who are using the inclusion strategies learned.