

Reflecting Resource:

Student Journal p. 42

3.7 Reflecting Reflect on what you've learned about inclusive behaviors in this lesson.

WHAT? What are inclusive behaviors? Name some specific inclusive behaviors.

What did you learn about being inclusive? What is the difference between inclusive and exclusive behaviors?

SO WHAT?

NOW WHAT? Which inclusive behaviors would you like to practice with new people you meet? How will using inclusive behaviors help you be a better community member? When will you use inclusive behaviors in the future?

42 LESS 3

Applying Resource:

Student Journal p. 43

Applying Imagine you are having lunch with a group of your friends. Imagine you don't know any of your friends. How would you respond?

What would you do to help the person feel welcome at your table?

What would you say to help the person feel welcome at your table?

What would you do or say to encourage your friends to welcome the person to your table?

Lesson 3 43

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What are inclusive behaviors? Name some specific inclusive behaviors.
So what?	What did you learn about being inclusive? What is the difference between inclusive and exclusive behaviors?
Now what?	Which inclusive behaviors would you like to practice with new people you meet? How will using inclusive behaviors help you be a better community member? When will you use inclusive behaviors in the future?

4 APPLYING 5 MINUTES

Have students monitor their use of inclusive and exclusive behaviors over the next few days. Then have them complete the Applying page in their Student Journals.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) As students role-play, take note of how well students understand the importance of using inclusive behaviors.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the Applying page in the Student Journals to assess how well students apply the use of inclusive behaviors beyond the classroom.

BUILDING SKILLS BEYOND THE LESSON

Picture It!

PRACTICING Have students draw a cartoon in which one character uses inclusive behaviors on another character. For example, one character may invite another character to play basketball. Invite volunteers to share their cartoons.

Act It Out!

APPLYING Have students write and perform a brief skit about a time when someone they didn't know well used inclusive behaviors with them. The beginning of the play might show the main character as nervous, and the middle might show how the inclusive behaviors helped the student make friends. Then encourage students to write the ending of their play about a time when they used inclusive behaviors to make a new friend.

REINFORCEMENT

Make an Ad!

PRACTICING Have pairs create an advertisement about making friends. Ads should show an understanding of inclusive behaviors as a means to make friends. Hang these posters on the wall as a reminder and revisit the concept throughout the year.

Create It!

APPLYING Have small groups develop an ice-breaking activity that they can use to help new students feel more welcome. Invite students to practice the activity on each other to see if it accomplishes the desired goals.

ENRICHMENT