

Becoming a Force for Good

Module 5

Be Inclusive



INSTRUCTOR NOTES:

- Print the notes page view of this presentation for reference during the class session
- Present the PowerPoint slides via a projector or monitor to students using SLIDE SHOW viewing mode


TEACHER

Becoming a Force for Good Mission & Objectives

Mission
Building champions for social justice

Objectives

1. Reinforce the importance of diversity
2. Identify actions that may lead to injustice
3. Challenge students to stand for justice
4. Encourage the adoption of habits that support social justice




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Charts that have the **TEACHER INDICATOR** in the upper left corner are not intended for student viewing (Teacher discretion)

TEACHER

AGENDA

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Step Up!

ACTIVITY



INSTRUCTOR NOTES:

- Display this slide to the class during the Step Up! activity


TEACHER

Step Up!

ACTIVITY

The purpose of the Step Up activity is to help students gain an understanding of how others have been affected by teasing, bullying and exclusion.

The following three Teacher charts provide instruction on how to implement this activity in your classroom.



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TEACHER


Step Up!

ACTIVITY

1. Arrange room, have students stand in a circle
2. Establish Following ground rules:
 - During activity there should be absolute silence, except when students are prompted to share - no talking, laughing , or whispering - anyone having trouble remaining serious and respectful is encouraged to step out and gather themselves or will be asked to do so.
 - Absolute honesty is encouraged.
 - Anything your classmates share is to be held in respectful confidence.
3. Read the *Step Up Statements* one at a time, and instruct students to step into the center of the circle if the statement applies to them, and to quietly look around at those in the circle with them, as well as those still outside. Give a couple students in the circle the opportunity to briefly explain their experience.

Select the Step Up Statements from the following chart that work best for your group. It may not be necessary to use a large number of statements.

Note: This activity can be done with students in a line (commonly called "Cross the Line"), stepping forward a few feet across a masking tape line on the floor, turning and facing the others. However, a circle gives a special connotation that students are embraced & accepted for whatever they've experienced or done.



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- Instructions in chart for teacher review

TEACHER **ACTIVITY**

Step Up!

Step Up Statements

<ol style="list-style-type: none"> 1. People routinely mispronounce your name 2. You have made fun of someone because of something about their appearance 3. You have been teased by someone because of the way you talk 4. You have purposely excluded someone from your group because of their appearance 5. You have been teased because of your race or skin color 6. You have been teased because of your culture or religion 7. You had an imaginary friend as a small child 8. You've ever had a friend share your secrets with someone else 9. You've had mean things said to or about you on a social media page or app 10. You have posted a mean statement about someone on social media or agreed with someone else's mean statement 11. You've acted like something didn't hurt your feelings or offend you, but it really did 	<ol style="list-style-type: none"> 12. You have made a mean statement about someone behind their back 13. You have seen someone getting picked on and didn't stand up for them 14. You joined in teasing somebody because everyone was doing it 15. You spoke up to someone who was teasing or bullying someone else 16. You've experienced or witnessed someone being excluded, teased or bullied at school 17. You wish you would have stood up for someone in this room 18. You are friends or family with someone with some kind of disability 19. You went to see a movie in the past month 20. You are an only child 21. You didn't step across the line, but you should have 22. You thought a classmate should've crossed the line but didn't
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INSTRUCTOR NOTES:

This list is a bit overwhelming and is offered up to provide a variety of examples of the type of questions that the facilitator might choose to ask.

It may take only a handful of questions to move all students forward into the circle.

TEACHER **ACTIVITY**

Step Up!


Discussion Questions

- ❖ What are some feelings that came up for you during this activity?
- ❖ What was the hardest part for you?
- ❖ Raise your hand if at any point during this activity you felt uncomfortable. Afraid or nervous. Frustrated. Guilty. Hurt. Talk about that.
- ❖ Who felt relieved? Accepted? Surprised? Talk about that.
- ❖ How did it feel to be one of the few people to step into the circle for some statements?
- ❖ How did it feel to look around the inside circle and realize you were part of a large group?
- ❖ What did you learn about yourself? About others?
- ❖ What are some main points this activity can teach us?
- ❖ What do you want to remember about what we've just experienced?

Closure

Compliments - Close with a few minutes for students to give compliments. Compliment students on their honesty, courage and respect for each other if they don't initiate this themselves.

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DISCUSS

Group Discussion

How does being left out make someone feel?

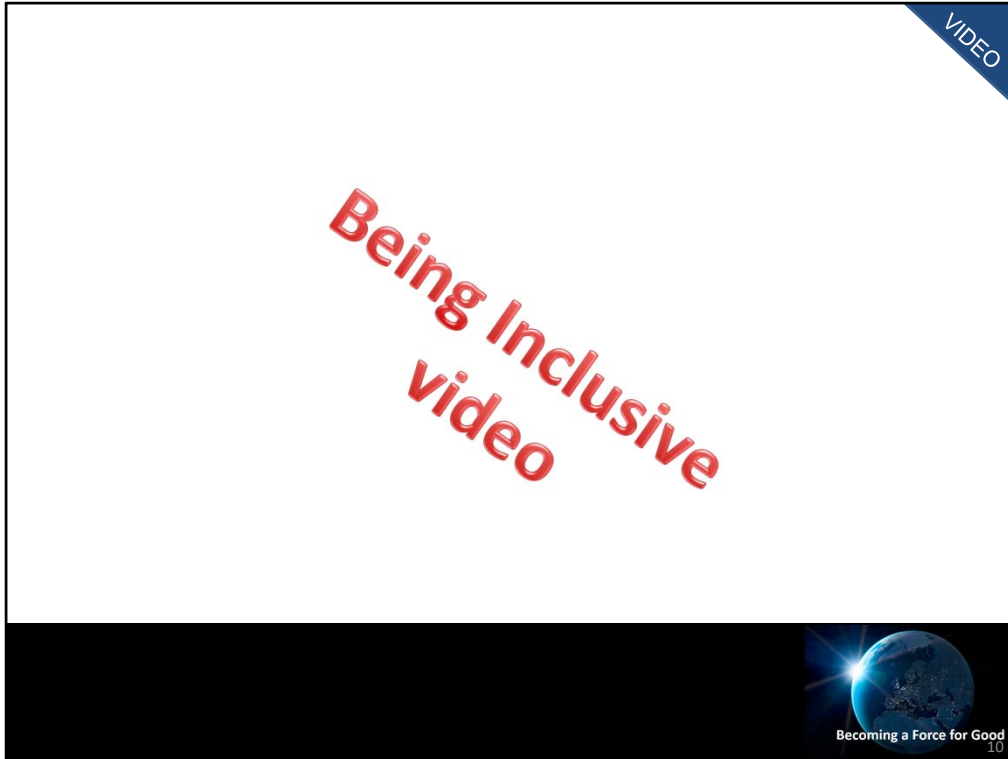
Sometimes injustice can cause great physical harm, but other times being treated unfairly can hurt someone really badly and no one else can see it.

- How does it make you feel when you are left out by others?
- How might someone feel when they participate in a group that is excluding another student or group of students?
- How do you feel when someone ignores you when you are trying to talk to them? Do you catch yourself doing the same to others?
- How might social media be used as a means of excluding others? What actions should be considered when you observe this taking place to someone else?



INSTRUCTOR NOTES:

Reinforce key learnings through student discussion



INSTRUCTOR NOTES:

Champions for Social Justice Include Others

DISCUSS

<https://thekellyway.org/be-the-light-blogs/>

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INSTRUCTOR NOTES:

Reinforce that everyone has an important role to play when it comes to including others and not allowing someone to be treated poorly by being left out

- The blog on the following two charts describes how someone who felt left out at times was made to feel like they counted
- Additional blogs written about Kelly and the Be the Light Habits can be found at: <https://thekellyway.org/be-the-light-blogs/>

When I was younger, I was an opie-dopey little kid; many would suggest that I still am still opie-dopey, but that's another story for another day. In my gawky youth, I got bullied; as many people know, middle school children are some of the worst people on the planet. (Disclaimer: Kelly would not approve of that sentence). As a kid, I got picked on for number of reasons, chief of which, I believe involved cooties. Looking back, it's actually amazing how much grief this fictional ailment caused me, but that was okay, because like most kids going through my struggle, my parents gave me the cliché advice that "It'll get better when you're older." So, I waited until I got older, hoping that one day, I'd find happiness, and people who accepted me. So, I spent my middle school years biding my time until high school and waiting for that promise to come true.

Fast forward to 2004. I enter high school. I didn't know a lot of people going into high school, but one of the first to greet me was Kelly. To try to describe Kelly briefly, she's essentially what you get when you combine Audrey Hepburn, Ruth Bader Ginsburg, and Ellen DeGeneres after she's taken a couple shots of NyQuil (note: this reference to Nyquil is really less of a commentary on Kelly and more of a commentary on Ellen's energy...I digress). Upon meeting Kelly, I actually had to ask somebody near me if she went to the same feeder school as me, because she just started talking to me like we had already been best friends for years. Kelly very possibly could have been my first friend in high school, and she was always there for me. If I needed a kind word, she gave it to me; if I needed a hug, she embraced me; if I needed a reality check...she was there for me. If you were trying to cast a "John Hughes Coming of Age Film," and were looking for somebody to portray the high school best friend, Kelly Cosby is literally the image that comes to mind.

Give to Others
Excerpt from Blog by Brian Israel



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As high school went on, I started making friends and finally felt like I fit in in a way that I never really had before. Unfortunately, at that point, I had to go off to college. I attended Creighton University, and during my first year there, I honestly hated it. I wanted to transfer, and I wanted to leave; I felt like I was losing every single one of my friends back home, friends I had worked so hard to get. It's hard to really articulate how a kid feels when they spend their middle school years feeling like an outsider, then four years feeling like somebody on the inside, and then feeling like that's been torn from you. It sucks. I wanted to be with my friends. I had decided to transfer and had filled out applications to do so. Not long after, I got a phone call from Kelly inviting me to go to the KU/OU game in Oklahoma with her and a few other friends. I jumped at the chance (before I even realized these were front row tickets). This may not seem like the biggest deal now, but for me then, it was this act of kindness that convinced me it was okay to be away from my friends, and that I wouldn't and wasn't losing them. Kelly, in large part, is why I never transferred from Creighton, and in larger part is why I am where I am now.

That's who Kelly was. For all I know, she may have not thought twice about that gameday in the fall of 2008, but to me, that changed my life. That's kind of Kelly's game though; she changed, and continues to change, lives without even thinking twice about it. Kelly gave me hope that I could get through college and confidence to stay at the institution that gave me the passion to serve others, leading to my year of service, my attendance at Notre Dame Law School, and ultimately making me the lawyer that I am today; Kelly gave me that.

Give to Others
Excerpt from Blog by Brian Israel



Highlighting one of your Habits

- Create a postcard highlighting the one new habit that you find most challenging
 - Postcard example (Kelly's 10th habit)
- Keep the postcard visible as you work on making this new habit part of your everyday life



INSTRUCTOR NOTES:

Supplies required

- Index cards or other paper
 - Markers
 - Other art supplies (optional)
- Attempt to get 100% of class to create a postcard

Update Your Scorecard Daily

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5 Week Challenge

SCORECARD

Week:

1	2	3	4	5
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#	My Top 5 Habits	MON	TUE	WED	THU	FRI	SAT	SUN
1								
2								
3								
4								
5								

- Right on target!
- Okay, but room for improvement
- Need to work on this one

*"Somebody has to stand when other people are sitting.
Somebody has to speak when other people are quiet."
— Bryan Stevenson*



INSTRUCTOR NOTES:

Ask students how they are progressing with daily scorecard updates

- Which habits come easy (1 ratings)
- Which habits are more difficult (3 ratings)

Encourage students to update scorecards which is key to developing new habits

Reflection

- Review
- Use
- Continue to track your habits daily on your scorecard



INSTRUCTOR NOTES:

- Distribute Stop Injustice magnets to each student
- Encourage students to talk about the things they've learned and discussed at home

