



Inclusiveness

Sub-Concepts Covered: Equity, Fairness, Kindness

Kindness in the Classroom lessons teach kindness skills through a step-by step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

This is the third unit of the *Kindness in the Classroom* curriculum. By combining the respect and caring concepts previously learned, students will explore inclusiveness, fairness and equity from both a personal and communal perspective. This can quickly become a hot topic within today's environment , so it is extremely important to set up a safe space for students to share and discuss their own thoughts and opinions.

Unit Objective

Students will:

- Define inclusiveness as it applies to both themselves and to their community as a whole.
- Evaluate their immediate surroundings through a lens of equity and fairness.
- Practice inclusiveness as they work together to create a safe classroom space for everyone.

Student Introduction

Inclusiveness—this just means include everyone right? In the younger grades, this simplistic definition was all that was needed. However, as we grow up, this term has many levels of understanding. This unit will explore inclusiveness through a lens of fairness and equity. Keep an open mind and be prepared to learn something new about both the successes and struggles of those around you and within this community. Our focus during this unit includes:

- Inclusiveness
- Creating Safe Spaces
- Fairness vs. Equality

Unit Lessons

Main Lesson Title	Weekly Objectives	Main Lesson Materials	Mini Lessons
Lesson 1 Friendship vs. Clique: Evaluating our Level of Inclusiveness	<ul style="list-style-type: none"> Define inclusiveness. Compare and contrast friendship and clique. Evaluate levels of inclusiveness both socially and personally. 	<ul style="list-style-type: none"> Clique Survey (can print copies or simply read the questions/KEY out loud) 	<p><u>Small Group</u>- How Are We Doing?</p> <p><u>Partner</u>- Introduction Speeches</p> <p><u>Individual</u>- Self-Reflection</p> <p><u>Technology Focus</u>- FOMO & Social Media</p>
Lesson 2 Is it Fair, Equitable, Both, or Neither?	<ul style="list-style-type: none"> Understand the definitions of fairness and equity. Identify situations of fairness and equity. Evaluate how media influences our perception of inclusion, fairness, and equity. 	<ul style="list-style-type: none"> Situation Handout 	<p><u>Small Group</u>- Fairness Fix-It</p> <p><u>Partner</u>- The Power of Words</p> <p><u>Individual</u>- Responding to Unfair Situations</p> <p><u>Technology Focus</u>- Media Analysis</p>
Lesson 3 Be An Upstander	<ul style="list-style-type: none"> Understand the role of an upstander. Practice upstander behaviors. Discuss bullying behavior and how to be more inclusive in situations where people are being bullied or intentionally excluded. 	<ul style="list-style-type: none"> Whiteboard or other device to play the movie clip (could mean securing the DVD and a DVD player / TV combo) 	<p><u>Small Group</u>- Upstander Role-Play</p> <p><u>Partner</u>- Upstander Acrostic</p> <p><u>Individual</u>- Upstander Reminder</p> <p><u>Technology Focus</u>- Does Bullying Really Bother Us?</p>
Lesson 4 Making Inclusive School Spaces	<ul style="list-style-type: none"> Evaluate the school environment for inclusive design. Evaluate the school culture for inclusivity. 	<ul style="list-style-type: none"> Large sticky notes or large pieces of butcher/poster paper taped to the wall Dark markers for writing on the notes Timer to keep group work on time 	<p><u>Small Group</u>- Inclusiveness Obstacle Course</p> <p><u>Partner</u>- Classroom Inspection</p> <p><u>Individual</u>- Walk A Mile</p> <p><u>Technology Focus</u>- Evaluating Tech</p>

Unit Project

Project Title	Project Overview	Materials Required
New Student Welcome Packet	The class will work together to design and develop a welcome packet that can be given to new students who join the class. The overall goal is to help new students feel welcome from their first day and for the rest of the school year!	<ul style="list-style-type: none"><input type="checkbox"/> Paper and art supplies<input type="checkbox"/> Computer and print access<input type="checkbox"/> Packet assembly materials (could be as simple as a manilla envelope, but could be a 3-ring binder or something more robust)

Inclusiveness

This week we introduce the concept of inclusiveness and what it means to include others intentionally. We also take time for self-reflection and to assess how inclusive we are both as a class and as individuals. The technology lesson asks students to evaluate how social media impacts our levels of inclusivity and the partner lesson offers a nice icebreaker opportunity for students to get to know each other better.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Friendship vs. Clique: Evaluating our Level of Inclusiveness

This lesson helps students understand the differences between friendships and cliques and gives them an opportunity to evaluate their own interaction with friend groups to see if they are being as inclusive as they think they are. This lesson helps students see how friendships and cliques can share characteristics, making it hard to see when a friend group has turned into an exclusive clique. (See page 3 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



How Are We Doing?

In what ways does our classroom promote an inclusive culture? Where could it do a better job? Have students discuss this in small groups and then engage in whole class sharing.

For Partners
15 minutes



Introduction Speeches

Give each student an interview sheet [or post the following questions on the smart board or whiteboard] and have them draw a partner at random. Give them about 7 minutes to interview each other and then return to the whole group so each person can “introduce” their partner to the rest of the group. Ask students to pay attention to the new things they learn about their classmates; they may find a new connection and opportunity to be inclusive of one another.

Interview Questions:

- Full name
- Birthday
- Favorite school subject
- Favorite hobby or interest
- Interesting fact that you don't think your classmates already know
- Favorite way to include others in something you are doing

For Individuals
15 minutes



Self-Reflection

Have students journal about the following questions:

- In what ways do I feel included with my peers at school or in my community?
- In what ways do I feel excluded?
- In what ways am I inclusive of others?
- In what ways do I exclude others?
- What are some action steps I can take to include myself more with others as well as be more inclusive of others?

Technology-Focused
15 minutes



FOMO & Social Media

How does social media make us feel both included and excluded? What is FOMO (fear of missing out) and do you think social media helps create this? Have you experienced it? You could introduce some supportive literature, depending on your student group. Here are some articles that may be of interest:

- [Feeling Lonely? Too Much Time on Social Media May Be Why](#) - NPR
- [Why Social Makes Us Even More Lonely](#) - Social Media Week
- [People Who Use Social Media a Lot are Isolated](#) - The Independent

Friendship vs. Clique: Evaluating our Level of Inclusiveness

This lesson helps students understand the differences between friendships and cliques and gives them an opportunity to evaluate their own interaction with friend groups to see if they are being as inclusive as they think they are. This lesson helps students see how friendships and cliques can share characteristics, making it hard to see when a friend group has turned into an exclusive clique.

Lesson Timeframe

30 minutes

Required Materials

- ❑ Clique Survey (can print copies or simply read the questions/KEY out loud)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Define inclusiveness.
- Compare and contrast friendship and clique.
- Evaluate levels of inclusiveness both socially and personally.

Teacher Connection/Self-Care

Welcome to the Inclusiveness Unit! This is a great unit for kids at this age because they are starting to form their identities, explore new activities and friendship circles, and navigate new thoughts and emotions. These things combined can make students feel either lost or cling too tightly to what is familiar. In doing so, they may become exclusive of others and not even know it. As you help students navigate the concept of inclusiveness, think about how inclusive your classroom is and how inclusive the school is. Do you welcome new students and give them adequate support to be as successful as the students who have been there since Pre-K? Are there clubs or teams for a variety of student interests? Do you see students leaving others out? Do you see teachers leaving other teachers out? Do you practice inclusiveness or do you too gravitate toward the same group of people? Naturally, there is nothing wrong with having friends or establishing familiar routines. But, are there opportunities to invite those who seem left out? Are there ways to assert your own ideas or work a bit more independently? How can you model inclusiveness to your students, especially if you notice them being somewhat exclusive? Start today by simply observing your routines and relationships. What are some healthy patterns and where could you practice greater inclusiveness?



Share

5-7 minutes

Welcome to the Inclusiveness Unit! This unit is exciting because we are going to do some really fun activities and have some good discussions about what it means to be inclusive and how we can be more inclusive as students and as a school.

Here are the big questions we are going to address in this unit: How can we be inclusive as 6th graders? What is the difference between fairness and equity? How does the media impact our feelings about being either included or excluded? How can we stand up for ourselves and others? And how can we make our school an inclusive, fair, and equitable place?



Inspire

15 minutes

We are going to start this week just with inclusiveness, though. Can someone tell us what the word inclusiveness means? (Invite student responses.)

Good! I want everyone to stop and think about one time either today or sometime in the last week that you either included someone or where you were included, and think about how that made you feel. (Invite student responses.)

Yes! When we include others or when we are included ourselves, we feel good! It feels good to show kindness through inclusiveness, just like it feels good when we show or receive respect or caring.



Empower

15 minutes

Today we are going to talk about the difference between friendships and cliques. Cliques are pretty common in middle school and you might notice this as you progress through these middle grades and into high school.

Let's first talk about what friendship means and what a clique is. (Invite student responses.) Now, let's talk about the differences and similarities between friend groups and cliques.

Draw a 2-circle Venn Diagram on the board (so that there is a common center oval); in the left circle, write friendship and in the right, write clique. Survey the students for the characteristics of both groups and take notes in the diagram. Pay special attention to where the two intersect or share characteristics and put those in the center circle. The aim is to demonstrate how sometimes you might not realize you are in or becoming part of a clique. What might begin as a friendship can get so exclusive that you end up leaving others out, which is the opposite of inclusiveness!

When you are done diagramming the similarities and differences between friendships and cliques, have students take the following survey, adapted from the clique survey from Teaching Tolerance (<https://www.tolerance.org/>). You can print out the survey questions and key for each student or simply have students write down their A, B, or C answers on a scratch piece of paper as you read each question out loud. You can read the key out loud at the end, too.

1. I _____ sit with the same people at lunch every day.
A) always
B) sometimes
C) never
2. When someone I've never talked to before speaks to me, I feel _____.
A) annoyed
B) unsure
C) excited
3. When a teacher asks me to find a partner in class, I look for _____.
A) a friend
B) someone I know but don't necessarily hang out with
C) someone I don't know very well or rarely talk to
4. When making a decision, I usually listen to _____.
A) my friends
B) my family
C) myself
5. My group of friends usually _____ other people.
A) makes fun of
B) ignores
C) welcomes
6. If we have a new person joined our class, I _____.
A) don't introduce myself until the teacher asks me to
B) introduce myself after I see my friends introduce themselves
C) introduce myself right away
7. If I can't be on a team with my friends, _____.
A) I probably won't participate
B) I still participate but don't usually enjoy the activity as much as I would if my friends were there
C) still participate because I like getting to know new people
8. If my friends like something or want to do something, I _____.
A) always like or want to do the same thing no matter what
B) usually like or want to do the same thing because I usually like/do the same things as my friends
C) often like or want to do the same thing but only after making a personal decision about it
9. If I see someone sitting alone at lunch, I would _____.
A) sit with my friends without really thinking twice about it
B) feel bad for the person who is alone but sit with my friends anyway
C) sit with the person or invite the person to come and sit with me and my friends

10. If my closest friend isn't at school, I feel _____.
- A) lost because now I have no one to hang with
 - B) disappointed but fine because there are other people to hang with
 - C) fine because there are so many other people to hang out with at school

See next page for answer key.

KEY

If you answered mostly As, you may want to examine your friendship group and ask yourself if you're in a clique or if you, personally, are being exclusive of other people because you are too tightly attached to your friends (or maybe you stick to your friends because you have felt excluded by others, which is understandable!). It is great to have close friends and to feel a part of a group, but you might be living your life too dependent on what your friends do, say, or think. If you feel like you are mostly influenced by your friends rather than by what you personally think or want to do, how could you be a little more independent and inclusive of other friendship opportunities? You have some great opportunities to grow here!

If you answered mostly Bs, your friendship group sounds pretty tight but is sometimes open to letting others in. It also sounds like you have your own thoughts and opinions, but tend to mostly follow the crowd. Are there ways you could be even more inclusive or independent? Would you be comfortable expanding your friend group if you had the chance, or speaking up if you have a different idea than your friends? There could be an opportunity to grow here!

If you answered mostly Cs, your friendship group sounds really inviting and everyone is welcome! It also sounds like you are comfortable being friends with many people and are not concerned with being friends with only a certain group. You also have your own thoughts and ideas and aren't afraid to make your own choices. This ability to work with and be friends with a variety of people will serve you well in life! Look for other opportunities to be inclusive; there could be someone who could use a kind word or an invitation to join you at lunch.



Reflect

5-7 minutes

Have everyone personally review their own results and score themselves using the key (you can read the key out loud if you did not print out the survey for students to individually complete). They can either discuss their results with the group or personally journal about their results, considering if they agree with the results, if they are surprised by the results, and if they are inspired to make any changes based on the results. Also, remind students that there are no "right" or "wrong" answers and that a "Mostly A" or "Mostly B" result does not mean they are not inclusive. It is simply an invitation for students to think about how they treat others and how they assert themselves. They may find, upon self-reflection, that they are pretty dependent on other kids and could benefit from expanding their friend group or capacity for independent thought and action.

Also remind students that this whole unit will be about learning how we can be more inclusive and more open to others (even if we think we are really inclusive already), so encourage them to begin evaluating where they are being exclusive and don't even know it and then begin taking steps toward being more inclusive.

Inclusiveness

This week we will focus on fairness and equity as part of the larger discussion around inclusiveness.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Is it Fair, Equitable, Both, or Neither?

This lesson introduces students to this week's primary concepts of fairness and equity. Through situational analysis, students will determine if a situation they read is fair, equitable, both, or neither. This exercise helps students think through a situation from a variety of angles before making a determination about either its fairness or equity. It also helps demonstrate how something might not seem fair but it is equitable or vice versa. (See page 3 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Fairness Fix-It

Assign each small group a school-based scenario that demonstrates how something is unfair for some students. Group members need to work together to find a solution to make the situation fair and equitable for all.

Possible scenarios include:

- Lunch or snack options that do not take food allergies into consideration.
- Facility limitations for students with unique physical abilities.
- Technology gaps for students who do not have technology or Internet access at home but who must complete their work online.
- Curriculum that is not inclusive or representative of all people or traditions.
- School clubs or teams that are limited to a small number of skill sets or interests.

Please note this activity could help with the Main Lesson in Week 4.

For Partners
15 minutes



The Power of Words

Give pair groups a list of words and have them discuss if the words feel inclusive or exclusive and why. The power word list can include anything most relevant for your student group, though the following list may be a start:

Bossy	Assertive	Yes	No	Disabled
Accessible	Diversity	Representative	Conversation	Debate

For Individuals
15 minutes



Responding to Unfair Situations

Sometimes we experience something that feels personally unfair; for instance, a parent favoring another sibling, a poor grade, not getting invited to a party, breaking your leg right before vacation, etc. Think about these or similar unfair situations that you could either imagine or have experienced and write a positive response to each. These responses can include self-advocating (having a conversation with your parent about what you perceive as unfair treatment) or radical acceptance (knowing that breaking your leg before vacation is awful but there is nothing you can do about it, so you may as well accept it and still enjoy vacation).

Technology-Focused
15 minutes



Media Analysis

Large group discussion: How do advertisements on TV, billboards, online, or in magazines include or exclude people or treat some people unfairly or inequitably?

For a deeper degree of evaluation, bring in ads or have students find ads in magazines that represent inclusion or exclusion of people. For an historical connection, have students evaluate ads from 20-30 years ago. The following websites might have ads you can have students analyze:

- [This is what advertising looked like 20 years ago](#) - Refinery 29
- [31 Awesome Print Ads from the 80s](#) - Thrillist
- [Old and Classic Ads - 100 Year Evolution of Print Ads](#) - Design Crowd

Is it Fair, Equitable, Both, or Neither?

This lesson introduces students to this week's primary concepts of fairness and equity. Through situational analysis, students will determine if a situation they read is fair, equitable, both, or neither. This exercise helps students think through a situation from a variety of angles before making a determination about either its fairness or equity. The exercise also helps demonstrate how something might not seem fair but it is equitable or vice versa.

Lesson Timeframe

30 minutes

Required Materials

- ☐ Situation Handout

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Understand the definitions of fairness and equity.
- Identify situations of fairness and equity.
- Evaluate how media influences our perception of inclusion, fairness, and equity.

Teacher Connection/Self-Care

Being inclusive often requires action. Most naturally, we might think it simply means inviting others to join you. However, it might mean ensuring that your classroom management is fair for every student. It means using equitable teaching strategies that give everyone an equal chance at success. If some students are treated unfairly by classroom rules that are hard for them to follow for some reason, or if they cannot keep up with the pace of the curriculum or your instruction, then you might be creating a classroom culture that is not as inclusive as you think. In what ways could your classroom or your instructional practices be more inclusive, fair, or equitable?



Share

5-7 minutes

In this unit, we are learning about inclusiveness and what that means for us as a 6th grade class. Most of last week was devoted to learning more about inclusiveness. This week we are going to talk about the ideas of fairness and equity which can feel like bigger, weightier concepts. In reality, though, they are actually pretty easy to understand and to practice in our daily lives.

Let's back up, though, to the core concept of this unit and that is inclusiveness. Can someone remind us of our definition of inclusiveness? (Invite student responses.)

Good! In what ways have you been inclusive in the last week? (Invite student responses.)

Good. What about fairness? What does it mean if something is fair? (Invite student responses.)

Has anyone had anything fair or unfair happen to them recently? Raise your hand.



Inspire

15 minutes

So most/all of us have some experience with fairness! Let's define equity now. Does anyone have a good definition for equity? (Invite student responses.)

If comfortable or appropriate and in line with school policy, you could invite a student to take out his/her phone and look up the definition. This adds a layer of "cool" to the exercise (that a teacher is asking a student to use his/her phone in class). For a twist, you could also have students look up (by phone, tablet, or paper dictionary) both fairness and equity before discussing. Look for a definition along the lines of "giving everyone what they need to be successful." Note that this does not mean everyone gets the same things; instead, they get what they need, even if it's different from what someone else needs.



Empower

15 minutes

Last week we talked mostly about inclusiveness, so this week we will spend time learning more about fairness and equity.

In small groups, I want you to read each situation on the handout and decide, as a group, if the situation is fair, equitable, both, or neither. Then we will return to the whole group and talk about our responses.

Break students into small groups and handout the situation worksheet (see below for situations). Give students about 8 minutes to read and discuss, and then return for whole group sharing. To save time, you could break the large group into four small groups and assign one situation to each group.



Reflect

5-7 minutes

Ideally you will have time for whole class sharing after students work through the situations handout, but that discussion can spill into the wrap-up.

Key concepts to review briefly include the following:
Definitions of inclusiveness, fairness, equity.

Encourage students to look for ways to be more inclusive, fair, and equitable throughout their day.

Have Grades, Need Pizza

Sami, who struggles in school and works with a tutor twice a week, got her first A on a math test. Her parents were so excited they took Sami out for pizza.

Katie, Sami's sister—who excels at school and gets As in everything without issue—feels angry that her parents never reward her good grades.

Is this fair, equitable, both, or neither?
What is a solution?

Digital Reading

The 6th grade reading teacher says that students will do all their textbook reading on the digital textbook to save money and paper in having to order new copies.

Three kids in the class do not have a good computer or Internet access at home.

Is this fair, equitable, both, or neither?
What is a solution?

No Piano, No Show

Gavin wants to participate in a local instrumental talent show and play the piano. The rules, however, state that you have to bring your own instrument because the community center hosting the event does not have the money or access to provide instruments for contestants.

Gavin's family doesn't have a lot of money and all he has is his grandmother's hand-me-down piano that is much too heavy to move let alone bring to a community center for a talent show. Other kids have new, expensive, and portable electric keyboards they can bring.

Because Gavin can't bring his instrument, he is told he cannot participate. Rules are rules.

Is this fair, equitable, both, or neither?
What is a solution?

Oops

Damien doodled in his notebook during the spelling review portion of class before his spelling test, and he got only 5 out of 10 words right. Everyone else paid attention and got at least a 90% on the test.

The teacher announced after the test that anyone who scored between 90-100% earned an extra 10 minutes at lunch. This means Damien will be the only student without an extra 10 minutes.

Is this fair, equitable, both, or neither?
What is a solution?

Inclusiveness

This week we look at inclusiveness from the lens of taking care of one another and standing up to those who bully or intentionally exclude others. These lessons should not replace any bully-focused curriculum you are doing or that the school implements as part of its anti-bullying policies or strategies; instead, these lessons hopefully complement the work you are already doing to reduce and eliminate school bullying. The primary focus is on how to be more inclusive of others through upstander behavior. Students will get an opportunity to practice being an upstander through role-play, discussion, personal reflection, and creative expression.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Be An Upstander

This lesson explains what being an upstander means and the risks involved with being an upstander. The lesson uses an example from the Wizard of Oz to demonstrate what upstander behavior looks like, giving students an opportunity to discuss upstander behavior and the possible outcomes of standing up for others. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Upstander Role-Play

Divide students into groups. Give each group a role-play scenario (see below) and allow time for students to develop a role-play to perform for the rest of the class. After each role-play, ask the following questions:

- How do you think the upstanders' responses in the role-play could affect the outcome of the situation?
- Do you think that the bully will change their behaviour based on the upstander's actions? Why or why not?

For Partners
15 minutes



Upstander Acrostic

We can respond in many different ways when we see or experience bullying. By responding in an assertive way, we are being an upstander. But, it also means taking a risk: the bully might turn against us, the bully might ignore us and keep bullying, and our friends might not stand up for us. It is more difficult to take a risk and try and stop the bullying than it is to be a passive bystander. So, we need concrete strategies for how to confidently be an upstander whenever we see bullying. Use the word UPSTANDER and create an acrostic that uses words or phrases that are part of each letter in UPSTANDER (though they doesn't need to start with these letters). For example, for "U," students could write, "Use calm words to speak to the bully." For "P," students could write, "Keep my body posture open and confident."

Example:

Use calm words to speak to the bully.
Keep my body posture open and confident.

**S
T
A
N
D
E
R**

Encourage students to be creative as they design their acrostic. Remind students that their words and phrases should express action items that they can do whenever they are in an upstander position and feel unsure about how to help.

For Individuals
15 minutes



Upstander Reminder

Have students make a bracelet, anklet, sticker, pin, painted rock, bookmark, or some other reminder that they can keep with them to remind them to be an upstander when they see bullying. Secure the appropriate art supplies for students in advance but keep it simple so the focus can be on the upstander reminder. Bracelets, for example, can be as simple as colored paper cutouts, or, if you have students who are skilled at making friendship bracelets, they could teach others in the class how to make them. This is a good way to encourage student engagement which leads to a great sense of inclusivity.

When the craft is finished, remind students to keep it somewhere they will be often or in a place that will continuously remind them of their power to be an upstander.

Technology-Focused
15 minutes



Does Bullying Really Bother Us?

Large group discussion: Discuss how bullying is portrayed in TV and in movies; is it “glorified”? When we see it a lot, do we tend to recognize it less in real life? Does TV/movies normalize bullying? Consider showing a TV or movie clip appropriate for your student group that shows how bullying behavior is portrayed and responded to. The film Wonder may be a good place to find a short clip.

Be An Upstander

This lesson explains what being an upstander means and the risks involved with being an upstander. The lesson uses an example from the Wizard of Oz to demonstrate what upstander behavior looks like, giving students an opportunity to discuss upstander behavior and the possible outcomes of standing up for others.

Lesson Timeframe

30 minutes

Required Materials

- ☐ Whiteboard or other device to play the movie clip (could mean securing the DVD and a DVD player / TV combo)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



Lesson Objective

Students will:

- Understand the role of an upstander.
- Practice upstander behaviors.
- Discuss bullying behavior and how to be more inclusive in situations where people are being bullied or intentionally excluded.

Teacher Connection/Self-Care

Sometimes being inclusive can feel risky. It might mean getting to know new people. It might mean changing how we think or act. It might mean speaking up when we feel outnumbered. It might mean standing up for someone or working to ensure policies and environments are fair and equitable for everyone, students and staff alike. What is a risk you would be willing to take this week to help make something (or yourself!) more inclusive, fair, or equitable? What action steps are required to make your idea happen?

Share

5-7 minutes

This week we are going to talk a little bit about what we should do when we see other kids being excluded or even bullied. Standing up to a bully or someone who is intentionally excluding others can feel risky, but there is strength in numbers. Most people are not bullies or victims, but are what we call bystanders. These are the people who watch or know something unkind or unfair is happening, but who don't do anything. This large group of people can make a difference!

Write: "Becoming an Upstander Means Taking Risks" on the board.

Showing courage by standing up to a bully requires assertiveness. Can someone define assertiveness for us? What does it mean to be assertive? (Invite student response. The RAK definition of assertiveness is standing up for yourself and what you believe in while being respectful of others.)

Good! And it can be risky! In fact, our fear of taking a risk can stop us from doing anything when we see people being excluded or, worse, bullied. Let's talk about the levels of risk involved in standing up for someone else.

Write each level of risk on the board, and give examples of each as you explain the risk levels.

- No Risk: Join the bully by laughing or agreeing.
- Low Risk: Look away; don't join the bully but don't leave or draw attention to your discomfort or apathy.
- Medium Risk: Change the subject, walk away, and encourage others to walk away, too.
- High Risk: Stand up, speak out, and get help if needed.

If you are in a position where you witness bullying behavior or kids being deliberately excluded, what level of risk do you think you would (or usually) take? You don't have to say it out loud, but give yourself an honest answer. What is your risk tolerance when given an opportunity to stand up for someone?



Inspire

15 minutes

We will continue thinking about how to respond in situations of bullying or exclusion by watching a short clip from the movie *The Wizard of Oz*. How many of you have seen it? (Invite student responses.)

It's a movie about a girl named Dorothy who finds herself far from home and makes many friends (and enemies!) on her way to get back. She also learns a lot about herself and about her relationships with other people. There are some great characters in this movie, including a lion. In the clip we are going to watch, I want you to observe what is happening, how Dorothy responds, and how the scene ends. It is just under 3 minutes, so we'll watch first and then discuss.

Show the clip: <https://www.youtube.com/watch?v=z2itQkiQUOE> (you could also play the clip at this particular point in the film via DVD if viewing the clip collectively on the Internet is not possible).



Empower

15 minutes

Here are the questions I want us to discuss. Let's take them one at a time:

- Who was the bully in this clip? (Lion)
- Who were the victims? (Scarecrow and Tin Man)
- Dorothy was the bystander. How did she turn into an upstander? (Invite student responses.)
- What level of risk did Dorothy take? (high)
- When Dorothy stood up to the lion, what happened? (Invite student responses.)
- What did we learn about the lion? (He is actually a coward. He only acts tough.)

This last question is probably the most important one because we know that most bullies or people who treat others with disrespect or who exclude others are probably not really bad people. They are simply struggling with something in their own lives and choose to take it out on someone else. If we can respond with kindness and inclusiveness, like Dorothy, Tin Man, and Scarecrow did, we might actually change the bully for good.



Reflect

5-7 minutes

To remember how we can take risks to help others who are being bullied, we are going to practice 3 movements. Let's say together, "stand up, speak out, get help!" When we say, "stand up" I want everyone to stand up out of their chairs. When we say, "speak out," form a microphone around your mouth, and finally, when we say "get help", we will raise our hand as if we were asking the teacher a question. Okay, let's try all together now. Stand up, speak out, get help!

I also want to remind everyone that if you do need help with someone who is bullying others or who is excluding others, you can speak to me or any other teacher or school staff person. We will help you and we will take care of the situation with you. When you stand up for others, we will stand up with and for you, too.

Mini Lesson Role-Play Situations

SCENARIO #1

Carlos is a new kid at school and doesn't have a lot of friends. David, an 8th grader who often bullies new kids, has been repeatedly sending unkind texts to his friends about Carlos. The one he sent today is mean and untrue.

Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Carlos.

SCENARIO #2

Lakisha makes the soccer team and can't wait to post this news on Facebook. When she gets home, she discovers that some of the girls who didn't make the team are posting nasty rumors about her, suggesting that she flirted with the coach to make the team and that she told lies about them so they wouldn't make the team. This isn't the first time they have posted comments like this.

Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Lakisha.

SCENARIO #3

Mr. Villagomez is known as a really challenging math teacher. One day Marcus is chatting online and posts the following: "I hate Mr. V. I'm going to get even with him." Create a role-play that shows how you and your friends might respond to Marcus to help him address his frustration in a positive way when you see this post.

SCENARIO #4

Marissa takes a picture of herself wearing jeans and a revealing top. She posts the picture on Facebook, but quickly realizes she made a mistake. She deletes the posting, but not before a fellow student downloads the photo and copies it. The next day when Marissa arrives at school, she discovers the photo has been stuffed in students' lockers.

Create a role-play that shows what you and your friends can do to demonstrate caring when you see the photo and be an upstander rather than a bystander to Marissa.

SCENARIO #5

José is a very talented jazz saxophone player. Daniel also plays saxophone and is jealous of José. He has posted nasty comments about him online before. This time, he secretly records José playing, alters the recording so the piece sounds really bad, and then posts it anonymously on YouTube.

Create a role-play that shows what you and your friends do when you see and hear the recording and how you can be a kind upstander rather than a bystander to José.

New Student Welcome Packet

For our Inclusiveness Unit project, we are going to design and develop a welcome packet that we can give to new students who join our class. We will begin by brainstorming what would be most useful for a new student to know or understand and what would make them feel most welcome and included. Then we will break into small groups to design and develop different parts of the packet. At the end, we'll come together to assemble the packet and have it ready to give to a new student.

Inclusiveness Sub-Concept(s)

Equity, Fairness, Kindness

Project Timeframe

1-2 weeks, broken up as needed by class schedule

Required Materials

- Paper and art supplies
- Computer and print access
- Packet assembly materials (could be as simple as a manilla envelope, but could be a 3-ring binder or something more robust)

Standards Map

This project aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Teachers could modify this project to be a welcome packet for students who join the school if it is unlikely that a new student will join their specific class or group.

PART 1 (Week 1):

This week we will spend time brainstorming the information we want to include in our packet. *Note: If you had students complete the individual activity in Week 4, have students use their brainstorm from that activity to generate ideas for the packet.*

Ideas might include:

- Names of students in the current class
- Typical class schedule
- School-specific information (name, mascot, colors, teacher names, campus map, etc.)
- List of clubs/teams/organizations to join
- Classroom rules/policies
- "Tips" for navigating the school campus
- "Best of" school activities or features (including fun things like "best" lunch or "best" day of the year if there are special school events that happen, etc.)

Part 2 (Week 2):

Break students into small groups this week and assign each group a part of the packet to design and develop. Let students be creative and self-select roles within their groups. You might also give students an opportunity to use computers to either print school-related information (schedules, lunch menus, etc.) or to type and print information or to design graphics (cover art, school-related icons, etc).

At the end of Week 2, have each group present their packet segment and assemble them into one master packet.



Inclusiveness

Hello Parents and Guardians,
 Welcome to Unit 3 of our Kindness in the Classroom curriculum. For the next 6 weeks we will be learning all about INCLUSIVENESS. We will dedicate 30 minutes once a week for our main lesson, with a few 15 minute mini lessons sprinkled throughout our week to help your child go deeper with the concept. We will end the unit with a project that we will all work on together. Since this topic is already known by many of our students this year, we will be diving deeper as we explore the following topics:

GOALS FOR THIS UNIT

- ✓ Define inclusiveness as it applies to both ourselves and to our community as a whole
- ✓ Evaluate our immediate surroundings through a lens of equity and fairness
- ✓ Work together to create a safe classroom space for everyone

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP
Friendship	<ul style="list-style-type: none"> ● How can we form friendships and not cliques? ● How can we be more inclusive of others? 	We realize that children will form tighter relationships with some people more so than others, but we are working to create a friendly environment where everyone can belong. Talk with your student about the importance of having a diverse friend group and being welcoming of others.
Equity and Fairness	<ul style="list-style-type: none"> ● What does it mean to be fair vs. equitable? ● How does the media influence our perceptions of fairness and equity? 	If you have a situation with your student where he or she feels something at home is unfair, talk through that situation with them. Explain your perspective and help them understand your point-of-view. Also, take time to listen to their concerns. This may be an opportunity for compromise or it will give you a chance to explain how the decision is best for everyone involved.
Creating a Culture of Inclusivity	<ul style="list-style-type: none"> ● How can we stand up for each other and work to create inclusive spaces at school, where everyone can belong? 	Your student will learn about being an upstander, which is a person who stands up for another person who is being left out or bullied in some way. Think about how you model upstander behavior at home and in public.

TRY THIS AT HOME!

As a family, discuss how you show inclusiveness toward others. Have one conversation this week about a tradition, culture, or viewpoint that is different from your own. Use language that is open, non-judgemental, and compassionate. Being inclusive does not mean that you compromise your own beliefs or ideas; rather, it leaves space for diversity of belief and thought. Check how you feel when you talk and think about things without judgement.

We will continue our Kindness in the Classroom curriculum throughout the year. Please join us on this journey using this handout and the at home activity as a way to connect with your child regarding our unit concept. Feel free to contact me with any questions or comments as we move forward.
 Sincerely,

Inclusiveness Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom**[®] lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), the International Society for Technology in Education (ISTE) Standards, when applicable, and the national Common Core State Standards for English Language Arts & Literacy, Mathematics, History/Social Studies, and Science & Technical Subjects. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: Friendship vs. Clique: Evaluating our Level of Inclusiveness

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Self-management

Impulse control
Self-discipline
Self-motivation
Goal-setting

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Evaluating
Reflecting
Ethical responsibility

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 1. Understanding concepts

1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 2. Analyzing influences

2.8.3 - Describe how peers influence healthy and unhealthy behaviors.

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 5. Decision-making

5.8.5 - Predict the potential short-term impact of each alternative on self and others.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8. Advocating

8.8.2 - Demonstrate how to influence and support others to make positive health choices.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.5.B

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 2: Is It Fair, Equitable, Both or Neither?

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Self-management

Impulse control
Self-discipline
Self-motivation
Goal-setting

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Evaluating
Reflecting
Ethical responsibility

ISTE

3. Knowledge Constructor:

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

NHES

Standard 2. Analyzing influences

2.8.1 - Examine how the family influences the health of adolescents.
2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 - Describe how peers influence healthy and unhealthy behaviors.
2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.
2.8.5 - Analyze how messages from media influence health behaviors.*

Standard 5. Decision-making

5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.
5.8.7 - Analyze the outcomes of a health-related decision.

Standard 8. Advocating

8.8.1 - State a health-enhancing position on a topic and support it with accurate information.

Common Core

English Language Arts Standards

Reading: Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure:

CCSS.ELA-LITERACY.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-LITERACY.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-LITERACY.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.4.C
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-LITERACY.L.6.4.D
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-LITERACY.L.6.5.B
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 3: Be An Upstander

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence

Self-management

Impulse control
Stress management
Self-discipline
Self-motivation

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

ISTE

Not applicable

NHES

Standard 2. Analyzing influences

2.8.3 - Describe how peers influence healthy and unhealthy behaviors.
2.8.5 - Analyze how messages from media influence health behaviors.*

Standard 5. Decision-making

5.8.5 - Predict the potential short-term impact of each alternative on self and others.
5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.
5.8.7 - Analyze the outcomes of a health-related decision.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.5.B

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 4: Making Inclusive School Spaces

CASEL

Self-awareness

Recognizing strengths

Self-management

Organizational skills

Social awareness

Perspective-taking

Empathy

Appreciating diversity

Respect for others

Relationship skills

Communication

Social engagement

Relationship-building

Teamwork

Responsible

decision-making

Identifying problems

Analyzing situations

Solving problems

Evaluating

Reflecting

Ethical responsibility

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 1. Understanding concepts

1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 2. Analyzing influences

2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 5. Decision-making

5.8.5 - Predict the potential short-term impact of each alternative on self and others.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8. Advocating

8.8.2 - Demonstrate how to influence and support others to make positive health choices.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.2.A

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.5.B

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Project 1: New Student Welcome Packet

CASEL

Self-awareness

Accurate self-perception
Recognizing strengths
Self-confidence

Self-management

Goal-setting
Organizational skills

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

ISTE

6. Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

NHES

Standard 2. Analyzing influences

2.8.3 - Describe how peers influence healthy and unhealthy behaviors.

2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Standard 8. Advocating

8.8.2 - Demonstrate how to influence and support others to make positive health choices.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.2.A

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.6.2.E

Establish and maintain a formal style.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.