

Kindergarten, First Grade

Everyone belongs and is welcome in this lesson on diversity and inclusion. Students will hear a story and learn a song connected to welcoming and including others.

Learning Objectives

Students will be able to identify what it means to be an "includer" and discuss ways they may include others inside and outside of school.

Materials and preparation

- Class set of [The Strength of Community](#) worksheet
- *All Are Welcome* by Alexandra Penfold
- ["The Number One Way To Teach Kids About Inclusion"](#) video (YouTube)
- ["Everyone Belongs"](#) song (YouTube)
- Crayons
- Scissors

Key terms

- includer

Introduction (10 minutes)

- Join students together in a circle, seated or standing.
- Ask students, "What does it mean to 'include' others?"
- Ask, "Can someone give an example of a time they have been included in a game or activity?"
- Ask, "How does it feel when you are included?"
- Explain that someone who includes others is called an **includer**.
- Write "includer" on the board and draw a picture of a young person including someone else in a game.
- Show the video "The Number One Way To Teach Kids About Inclusion."
- Ask, "What are some tips they give us on how can we include others?"
- Take 3-4 student responses.

Explicit Instruction/Teacher modeling (15 minutes)

- Show students the book *All Are Welcome*.
- Ask, "What do you think this book will be about?"
- Read the book aloud to the class.
- Pause and ask questions to check for understanding throughout the story.
- Ask the following questions:
 - What can you do to make someone else feel welcome?
 - How can you include others at lunch?
 - What are some ways you can include others during recess?
 - Describe how you can include others in class.

Guided Practice (10 minutes)

- Show students The Strength of Community worksheet.
- Explain that this worksheet guides them to draw a picture of themselves and write their interests and talents.
- Tell students that each picture will become part of a classroom bulletin board under the title: "We are

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part of a community. Our strength is our diversity."

- Model drawing a picture of yourself and writing your likes and talents.
- Ask if there are any questions.

Independent working time (15 minutes)

- Send students back to their seats to work on The Strength of Community worksheet.
- Circle around the room and check in with as many students as possible to see if they have any questions or need support.

Differentiation

Enrichment: Ask advanced students to help you create the sign for the bulletin board: "We are part of a community. Our strength is our diversity."

Support: Work one-on-one or in small groups with some students and provide support with The Strength of Community worksheet.

Assessment (5 minutes)

- Walk around the room and check student comprehension during independent work. Field any questions and provide support where needed.

Review and closing (5 minutes)

- Bring students back together in a circle (ask them to bring their completed boxes for the poster).
- Ask each student to share their picture and read their interest/ talent to a partner.
- After each pair shares, have students hand their pictures to you to put up on the classroom bulletin board.
- Have the class say in unison, "We are part of a community. Our strength is our diversity."
- Play and video and song "Everyone Belongs."
- Sing the song together.
- Ask, "How will we remember what we have learned today?"