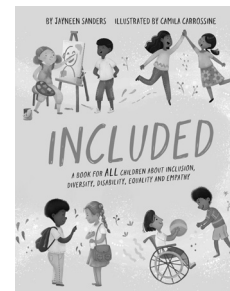


# 8 Lessons in Understanding Inclusion, Disability, Empathy, Consent and Mindfulness



**FOCUS TEXT:** *Included* (ages 5–12 years)

Depending on the age of the children, the following lessons will take place over eight sessions. Please adapt the lessons to suit the needs and ages of the children.

## KEY OBJECTIVES

### Children will understand that:

- we each have the right to feel included
- everyone needs help sometimes
- consent is saying ‘yes’ enthusiastically and/or agreeing wholeheartedly to something happening
- we require consent before entering another person’s body boundary
- there are many ways to communicate — taking time to listen and learn new ways of communicating shows respect and empathy
- everyone has fears and challenges in their lives
- mindfulness allows us to better deal with overwhelming or challenging situations
- we each have a role in making the world a kinder and more inclusive place.

### In these lessons children will:

- explore similarities and differences between themselves and others
- examine the groups they are a part of and what makes them feel included
- reflect on the people in their lives who help them

- discuss body boundaries and consent
- communicate through body language and learn some basic sign language
- analyse how our bodies react when they are scared or overwhelmed
- identify ways they can calm their bodies through mindfulness activities
- understand that everyone has challenges and can adapt and grow despite these
- explore ways they can make the world a more inclusive place.

### For the lessons you will need:

- large sheets of poster paper
- markers, textas
- music and speakers
- a finger spelling chart or video to suit your region
- soft ball
- resource masters ‘Included’, ‘Who Helps Me?’, ‘Consent — Yes or No’, ‘Dealing with Fear’, ‘Facing Challenges with Mindfulness’, ‘Paralympian Athlete Profile’, ‘Being Inclusive’

# Lesson 1: Inclusivity and Empathy

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## Tuning In: Stand Up If ...

Have students sit on the floor in a circle. Tell them to stand up when they hear a statement that applies to them; they will then sit back down and wait for the next statement. Select options from the list below or develop different options to suit your students.

Stand up if ...

- you have brown hair
  - you have freckles
  - you like reading books
  - you like basketball
  - you ate toast for breakfast
  - you like the monkey bars (or other popular piece of playground equipment)
  - you like maths
  - you like cooking
- 

## Partner Game: Same, Same, Different

Ask students to stay sitting in the circle from the Tuning In activity. (Hopefully the group is mixed up and friendship groups separated.) Have students turn to the person next to them and play a game of 'Same, Same, Different' where students take turns to note similarities and differences between each other in the order: same, same, different. For example:

Student A — We both have brown eyes.

Student B — We both play basketball.

Student A — I do gymnastics and you don't.

Student B — We're both in year 3... and so on.

Students may ask their partner questions before they note their similarity or difference if they are unsure such as, 'Do you have a pet dog? Do you like drawing?', and so on. Allow a few minutes for the conversation. Following the game, ask students, 'Did you learn anything new about your partner?' Select pairs to respond.

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## Whole Class Activity: Introducing the Text

*You will need: Included by Jayneen Sanders*

Look at the cover of *Included*, and ask, 'What do you think this book is about?' Select students to respond. Ask, 'Who can see some similarities between the children on the front cover?' Discuss. 'Who can see some differences?' Discuss.

Read pages 4 to 5. Ask students, ‘What does it mean to be “included”? How does being “included” make you feel?’

Read pages 6 to 7. Draw students’ attention to the last paragraph. Ask and discuss the following, ‘What does “disability” mean? What does “inclusive” mean? How can we be inclusive of others at school? What is empathy? How can we show empathy?’

**Note:** if students require more of an understanding of empathy, refer to the text and lesson plans for *You, Me and Empathy* by Jayneen Sanders.

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## Individual Task: Included

*You will need: resource master ‘Included’*

Have students complete resource master ‘Included’ by thinking about groups they are a part of in their lives. You may wish to think about and discuss possible groups with the class before they begin, such as family, school, sporting groups and clubs. Younger children may need assistance with this activity.

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## Reflection

Have students sit in a circle on the floor. Using the information from resource master ‘Included’, ask ‘What is one way you can make someone feel included?’ Have each student provide a response.

# Lesson 2: Sam – Cerebral Palsy (CP)

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## Tuning In: Circle Share – Build Your Skills

Have students sit in a circle. Student by student move around the circle and have them answer the prompt, ‘What is a skill that you’d like to be able to do, but can’t do just yet?’ If students need prompting, have them think about their sports and hobbies — perhaps being able to dive into the pool, cartwheel or do a yo-yo trick, for example.

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## Whole Class Activity: Sam

*You will need: Included by Jayneen Sanders*

Explain to students that this book tells us about six children with disability, and in this lesson, we are going to learn about the first child whose name is Sam. Read pages 6–11 of *Included* to the class, showing each illustration and stopping at the discussion questions. You may have a student in your class who has cerebral palsy or is close to someone with CP — allow students space to share their own stories and experiences.

---

## Independent Task: Who Helps Me?

*You will need: Included by Jayneen Sanders, whiteboard and markers, resource master 'Who Helps Me?'*

Turn to page 9 of the text and ask, 'This page says, "Sam has a community of friends and support" who does this include?' Allow students to provide responses and use the text as a reference. Have students share their own experiences with physiotherapists, speech therapists and occupational therapists. Discuss who else may help Sam with his daily tasks, that is, parents, carers, teachers, friends, etc. Have students think about their own lives, and who helps them with daily tasks each day — reinforce the idea that we all need help with things every day — big and small — and that knowing when you need help and being able to ask for help are crucial life skills.

Have students complete resource master 'Who Helps Me?' by thinking about the people who support them to complete everyday activities.

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### Optional – Guest Speaker – Therapist Q & A

Is there a therapist in the school community who can come in to talk to the class about what they do in their job, and the kinds of things they do to help people with disability? If so, have students write a list of questions to ask this person before they come in, and then conduct a Q & A session with the therapist. Be sure to ask why they chose to enter their profession and what they love the most about their work.

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## Reflection: Circle Share – Who Can Help?

Have students sit in a circle and think about their dream skill from the Tuning In activity. Have each student list who may be able to help them achieve their goal and what they could do to help, for example, a swim teacher or parent may be able to give advice and encouragement to complete a dive.

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# Lesson 3: Rishi – Autism Spectrum Disorder (ASD)

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## Tuning In: Exploring 'Yes' and 'No'

Have students sit in a circle on the floor. Ask, "When you want to answer "yes" to something, how can you do this?' Have students think about words, body language and facial expressions that mean 'yes'. They may use a combination of these in their responses.

Move around the circle and have students take turns to think of as many different ways to express ‘yes’ as they can, for example, words such as ‘Yeah!’, ‘Sure’, ‘Definitely’, and actions such as nodding, smiling happily, thumbs up, and so on. They may repeat a response if they can’t think of a new one. Repeat the process for answering ‘no’ to something. Ask, ‘Were there any words or actions that you found confusing?’ Discuss.

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## Text Link: Rishi

*You will need: Included by Jayneen Sanders, whiteboard and markers*

Say, ‘In this lesson, we are going to learn about Rishi, who is autistic.’ Read pages 12–17 of *Included* to the class. Point out each illustration and stop at the discussion questions. You may have a student in your class who is autistic or is close to someone who is autistic, allow students space to share their own stories and experiences.

Record the key words on the whiteboard as you read, that is, body boundary, consent, respect. Briefly discuss the meaning of each word as you read — these words will be discussed further in the next section.

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## Whole Class Focus: Body Boundaries and Consent

Select one student (who you know will be okay with this activity) to come to the front of the class. As they walk up, start talking to them about their weekend (or another relevant topic), ensuring that you are staying face to face while talking to them. They will naturally slow when they start to get closer, so step closer to invade their body boundary and see what they do. Keep asking questions: ‘Did you enjoy xxx activity? What happened next? Who was there with you again?’, and so on. Try to maintain the conversation for around 20 seconds while in the ‘uncomfortable zone’. The aim of this activity is for the class to see how our bodies react when our personal space is invaded. Have the class make observations on how the student felt during the conversation. Discuss why they felt this way in relation to their body boundary. Discuss: Was consent granted? Was the student comfortable in this scenario.

Next, stand side by side with the student, both looking straight ahead (not at each other). Ask the student, ‘Are you okay if we chat while standing like this?’ If they say ‘no’, try moving further away and ask again. If they still say ‘no’, allow them to sit back down with the class. If they are okay, continue the conversation about their weekend, for example, ‘So, what was the best part about xxx? Do you think you’d like to do it again’, etc. Talk for 20 to 30 seconds, allowing students to see the difference in body language in this scenario. Discuss this difference and reasons for why it’s less confronting.

If time allows, you may have students work with a partner to try both scenarios for themselves — allowing them to ‘feel’ their body boundary and where it is comfortable and then uncomfortable. Discuss the idea that whenever you want to enter another person’s body boundary, you need to ask for consent (permission) — without consent, you are invading their space and potentially making them feel uncomfortable.

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## Independent task: Consent – Yes or No

*You will need: resource master ‘Consent – Yes or No’*

Have students complete resource master ‘Consent – Yes or No’ by thinking about words that mean both ‘yes’ and ‘no’. (Students may draw from ideas from the Tuning In activity.) Younger children may need assistance with this activity.

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## Reflection

Discuss the term ‘maybe’ and why we sometimes choose to use it. Mostly we use ‘maybe’ as a more polite way of saying ‘no’. Ask, ‘What are the issues with using “maybe” instead of “no”?’ Discuss. Then ask, ‘What are some things we could say instead of “maybe” so it’s clear but still kind?’ Discuss.

**Note:** For more in-depth content on consent, body boundaries and respect, refer to the text and lesson plans for *Let’s Talk About Body Boundaries, Consent and Respect* by Jayneen Sanders.

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# Lesson 4: Jay – Deaf

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## Tuning In: Body Language

Have students sit in front of you on the floor. Try to complete as much of the Tuning In activity without any verbal instructions. Sign for students to ‘be quiet and to listen’.

**Note:** no specific sign language is required, just using universal/natural signs, for example, index finger to mouth for quiet, hand to ear for listen.

Say, ‘Try to work out what I’m saying.’ (You will need to speak this instruction.) Then, try to use body language and facial expressions to sign one of the following sentences, or make up another sentence to suit yourself:

- Walking my dog makes me happy.
- It was sunny and hot, so I went for a swim. Or,
- I played basketball and my team lost.

Allow students time to work out the keywords, and then guess the sentence. Discuss the accuracy of their answers and the challenges they faced. If you have time, try another sentence. Ask students, ‘How much (or what percentage) of our communication would you think is our spoken words?’ Discuss their ideas. Then, discuss the 7%–38%–55% rule — where 7% of our language is spoken words, 38% tone and 55% body language. Ask, ‘Do you think it would be possible to communicate with **only** body language (includes facial expressions)?’ Discuss.

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## Text Link: Jay

*You will need: Included by Jayneen Sanders*

Say, 'In this lesson, we are going to learn about Jay, who is deaf.' Read pages 18–21 of *Included* to the class. Point out each illustration and stop at the discussion questions. You may have a student in your class who is deaf or hard of hearing, or is close to someone who is deaf or hard of hearing. Allow students space to share their own stories and experiences.

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## Whole Class Focus: Finger Spelling

*You will need: a finger spelling chart or video to suit your region*

Prior to the lesson, research the sign language used in your region (ASL, BSL, AUSLAN, etc). There are numerous posters and videos accessible through the internet. Spend some time with your students working through the alphabet, learning to finger spell. Have students learn to finger spell their own names, then try some other words with a partner, having them decode each other's finger spelt words. You may add this to a part of the regular class routine by finger spelling as a way to practise spelling words.

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### Optional – Guest Speaker – A Member of the Deaf Community

Is there a member of the deaf community who can come in to talk/sign to the class about their life and experiences? Perhaps they could teach the students some of the basic signs used within your region. Alternatively, if you have a deaf student or a student that is hard of hearing in your class, ask them if they would like to teach the class some simple sign language.

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## Independent Task: Role Play

Have students work in groups of 4 to 5 to create a 2-minute imaginary role play for the following scenario: A new student has arrived at your school from overseas. They cannot speak English yet, but this person is the same age as you and you'd like to play with them at playtime. You'd also like to find out about this person and what they are interested in. Create a role play where you use a variety of non-verbal communication strategies to be respectful and inclusive of this new student.

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## Reflection

Have students share role plays with the class.

# Lesson 5: Audrey – Down Syndrome

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## Tuning In: Who's the Leader?

Have students sit in a circle on the floor. Select one student to leave the room and another to be the 'undisclosed' leader. The leader will start with a repetitive motion that the others follow and the leader will slowly change the motion while the others follow without missing a beat. The student from outside will come back in and try to figure out who is the leader. Play a few rounds.

**OR**

## Tuning In: Circle Share – What Makes You Happy?

Have students sit in a circle. Then move around the circle to answer this prompt, 'What makes you feel happy?' Allow students to each share one to two things that make them feel happy.

## Text Link: Audrey

*You will need: Included by Jayneen Sanders*

Say, 'In this lesson, we are going to learn about Audrey, who has Down Syndrome.' Read pages 22–25 of *Included* to the class. Point out each illustration and stop at the discussion questions. You may have a student in your class who has Down Syndrome or is close to someone with Down Syndrome. Allow students space to share their own stories and experiences.

## Whole Class Discussion: Dealing with Negative Feelings

*You will need: Included by Jayneen Sanders, whiteboard, markers*

Following the discussion question on page 25, have students think more deeply about things in their lives that make them feel unhappy or scared. Ask, 'When you feel scared, how does your body respond?' If comfortable, share your own responses to feeling scared. Examples may include increased heart rate, faster breathing, shaking, feeling tense, etc. Allow students the opportunity to share. You may wish to record these on the whiteboard.

Next, ask, 'How do you react when you have these feelings?' Discuss. Depending on the age of your students, you may discuss the 'fight or flight' response — our body's automatic responses to fear. For younger students, discuss in a more practical sense responses such as 'I tell an adult I trust straightaway', 'I go and find my parents', 'I run outside', and so on. Then, ask, 'Who can help you when you're scared?' Encourage each student to give you one adult. You could list these people who can offer support on the whiteboard.



**Note:** this list will only be a general one as not all children will trust an uncle or aunt or a soccer coach for example — but another may. Also, these people may or may not be the same people as in lesson 2. Lesson 2 dealt with physical needs whereas this lesson deals with emotional needs.

For older students, this could be an interesting discussion question, ‘Do your support networks change depending on the situation/need?’

**Note:** for more in-depth content on support networks/safety networks, refer to the text and lesson plans for the children’s books *Resilience*, *Some Secrets Should Never Be Kept* and *My Body! What I Say Goes!* by Jayneen Sanders

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## Independent Task: Dealing with Fear

*You will need: resource master ‘Dealing with Fear’*

Have students complete resource master ‘Dealing with Fear’ by thinking about how their bodies respond to fear and who are the trusted adults that can help them.

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## Reflection: Dance Like No One is Watching!

Ask students, ‘What would Audrey do to make herself feel happy again?’ Dance! Play an upbeat song and dance with the class!

# Lesson 6: Ty – Attention Deficit Hyperactivity Disorder (ADHD)

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## Tuning In: Think, Pair, Share – When I’m Overwhelmed ...

Have students close their eyes and think about how they learn best, and what should the classroom look, feel and sound like to best help them complete their work. Then, have students think about a time in the classroom that wasn’t like this. Perhaps it was too noisy, or the work was too difficult, or they were having trouble focussing on the task. Say, ‘Classrooms are busy places and sometimes we can feel overwhelmed in class.’ Have students think about how their bodies felt when they were overwhelmed. Ask, ‘How did your body react?’ Ask students to now open their eyes and with a partner, share how their bodies react when they are overwhelmed. Then, select pairs to report back to the whole group: 1. the ways their bodies react when they are overwhelmed and 2. whether they found similarities or differences with their partner.

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## Text: Link: Ty

*You will need: Included by Jayneen Sanders*

Say, 'In this lesson, we are going to learn about Ty, who has ADHD.' Read pages 26–29 of *Included* to the class. Point out each illustration and stop at the discussion questions. You may have a student in your class who has ADHD or is close to someone with ADHD. Allow students space to share their own stories and experiences.

---

## Whole Class Discussion: Mindfulness

*You will need: whiteboard or a large sheet of poster paper, markers*

As a class, further discuss the concept of 'mindfulness' — in the book, Ty used 'mindfulness' as a way to calm down. Explain to students that everyone, no matter who you are, gets elevated or agitated at times, and mindfulness activities can be a very useful tool to help regain calm.

As a class, create an anchor chart of mindfulness activities, these may include things like:

- go for a walk outside in the garden
- find xx number of things that are in a colour of your choice
- listen to your favourite song
- breathing exercises
- playing with a fidget.

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## Independent Task: Facing Challenges with Mindfulness

*You will need: resource master 'Facing Challenges with Mindfulness'*

Have students complete resource master 'Facing Challenges with Mindfulness' by thinking about things they find difficult and how they can overcome them.

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## Reflection

Have students sit in a circle on the floor. Using the information from resource master 'Facing Challenges with Mindfulness', ask, 'The next time you feel yourself becoming overwhelmed, what mindfulness activity will you try?' Have each student provide a response. Then, ask, 'What could you do for others if you see they are becoming overwhelmed?' Discuss.

# Lesson 7: Zara – Limb Difference

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## Tuning In: Silent Ball Challenge

*You will need: a soft ball*

Have students spread out in the classroom to play Silent Ball, that is, students pass the ball around the room without speaking. If they don't catch the ball, they are out. As they play, slowly add the following rules:

- hot potato (you can only hold the ball for one second)
- close one eye
- only use one hand
- stand on one leg
- clap twice before you catch the ball
- kneel down
- lie down on the floor.

On completion of the game, ask, 'What did you find the most challenging? How did the challenges make you feel?' Discuss.

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## Text Link: Zara

*You will need: Included by Jayneen Sanders*

Say, 'In this lesson, we are going to learn about Zara, who has limb difference.' Read pages 26–29 of *Included* to the class. Point out each illustration and stop at the discussion questions. You may have a student in your class who has limb difference or is close to someone with limb difference. Allow students space to share their own stories and experiences.

---

## Independent Task: Research a Paralympian

*You will need: resource master 'Paralympian Athlete Profile'*

Have students complete resource master 'Paralympian Athlete Profile' by researching a Paralympian on the internet. This may be completed as a home task or mini-assignment, and could be extended to creating a poster or PowerPoint presentation about their chosen Paralympian. Younger children may need assistance with this activity.

## Optional – Guest Speaker – Limb Difference Q & A

Is there someone with a limb difference in the school community who can come in to talk to the class about their lives and their achievements? If so, invite them to come in and talk to the class about their experiences. You may have students write a list of questions prior to the session. Send these to the guest speaker before they come in to give them an idea of the kinds of things your students would like to hear about — that is, if they are happy to share.

## Reflection

Have students share facts about the Paralympian they researched.

# Lesson 8: Included Summary

## Text Link: Included

*You will need: Included by Jayneen Sanders*

Say, ‘In this lesson, we are going to read the entire book; thinking about what we have learnt from each child as we read.’ Read *Included* to the class. Allow students to raise comments or questions as you move through the text — they may have something new to add to a section that they thought of after the previous lessons.

After reading, ask, ‘What do you do when you meet someone new?’ Say, ‘We all respond in different ways, and that’s okay. Being able to start a conversation with someone you don’t know can be hard at first, but with practice it becomes easier. Including others opens up new friendship options, and these new experiences make our world a better place!’

## Independent Task: Being Inclusive

*You will need: resource master ‘Being Inclusive’*

Have students complete resource master ‘Being Inclusive’ by thinking about ways they can include others both in and out of school time.

## Reflection

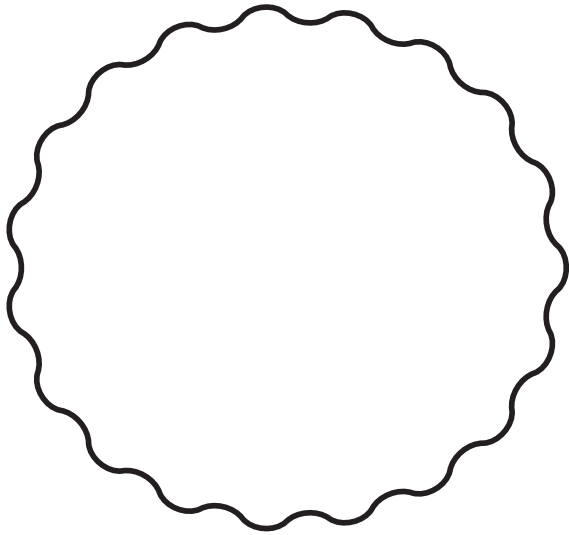
Ask, ‘What is one little thing we can each do to make the world a kinder, more inclusive place?’ Discuss and record ideas.

*Teaching notes written by Yale Mercieca*

# Included

Draw or write 3 places where you feel included — these may include within your family, your sporting group, your class, your friendship group or another area.

Complete the sentences.



I feel included in this group when:

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I make others feel included in this group by:

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I feel included in this group when:

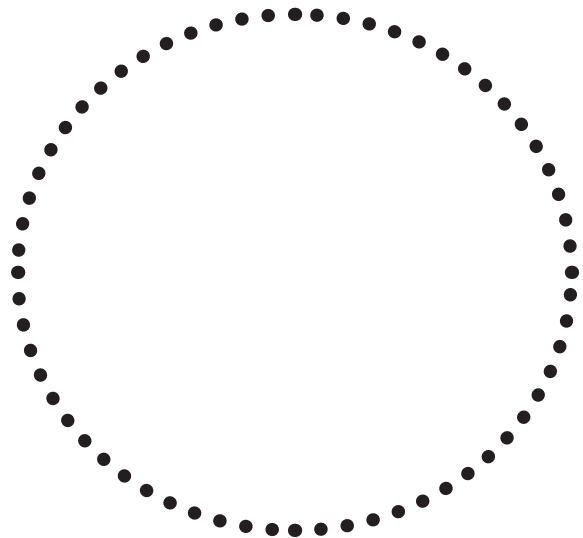
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I make others feel included in this group by:

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I feel included in this group when:

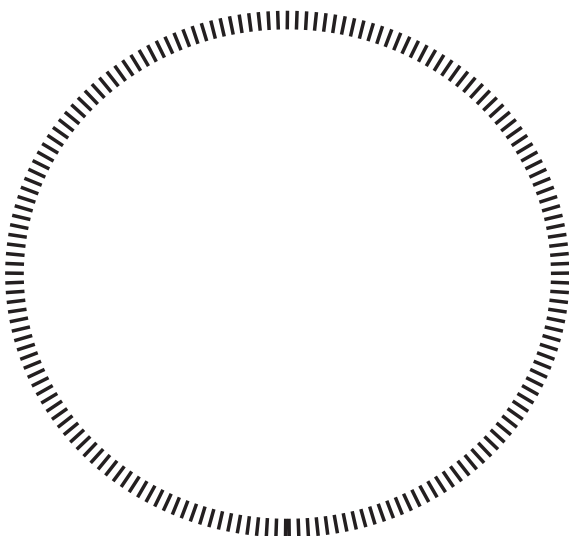
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I make others feel included in this group by:

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# Who Helps Me?

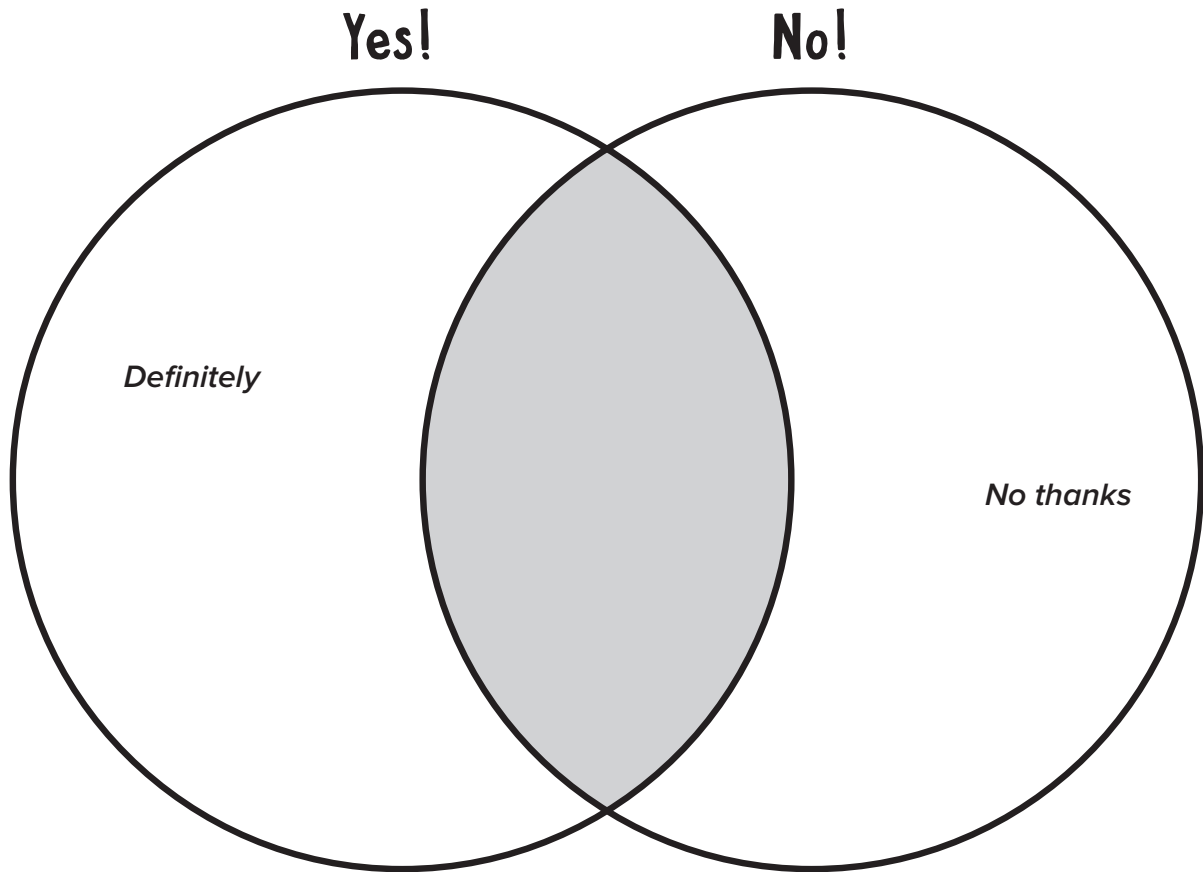
Think about each of the following activities and write down who helps you achieve them. You may put more than one name in the boxes.

The last 3 boxes are for you to add your own activities specific to you, and write down who helps you to do them. Think about your sports, hobbies or other things that you're trying to get better at!

<b>Task/Activity</b>	<b>I do this myself!</b>	<b>Who helps me?</b>
Making my breakfast		
Packing my school lunch		
Making dinner		
Tying my shoe laces		
Learning how to shoot goals		
Learning to swim		
Learning to ride my bike		
Learning to play an instrument		
Learning to sew or knit		

# Consent – Yes or No

Fill in the Venn Diagram with all the words or phrases you can think of that mean 'Yes' or 'No'.



Are there any words that can mean both 'yes' and 'no'? List these below.

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Think about the words you listed above. Why do you think people might use these words?

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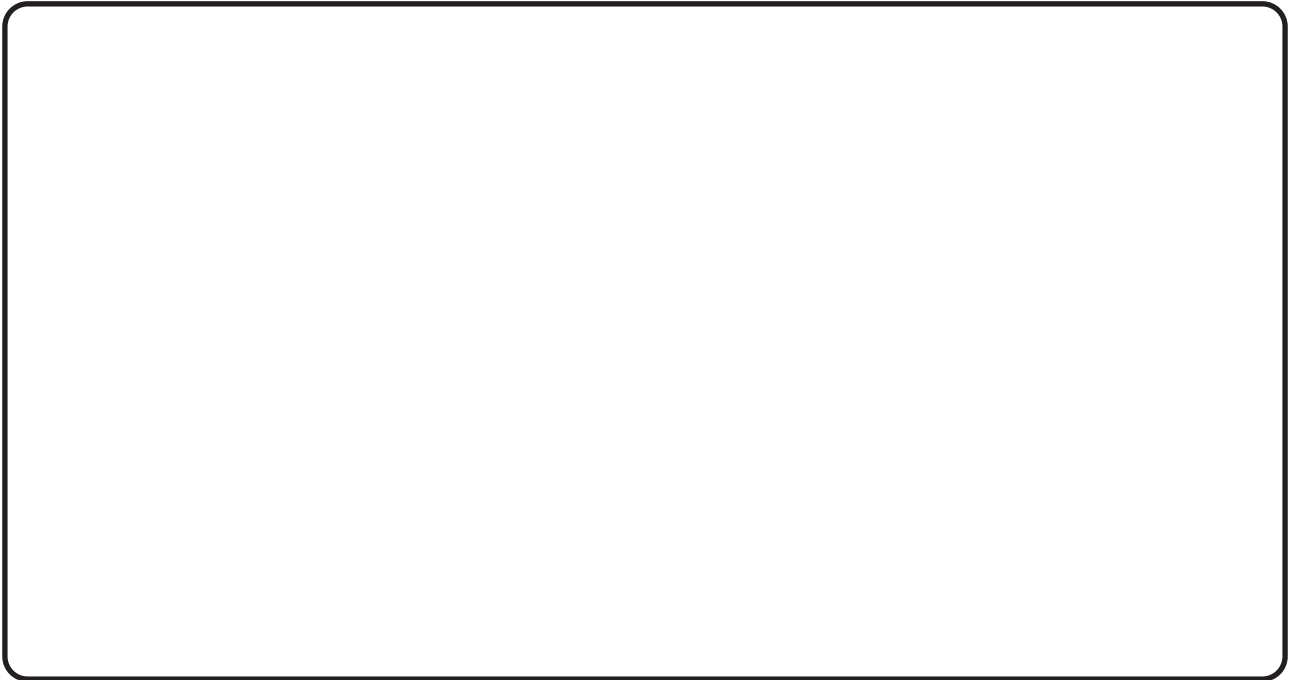
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# Dealing with Fear

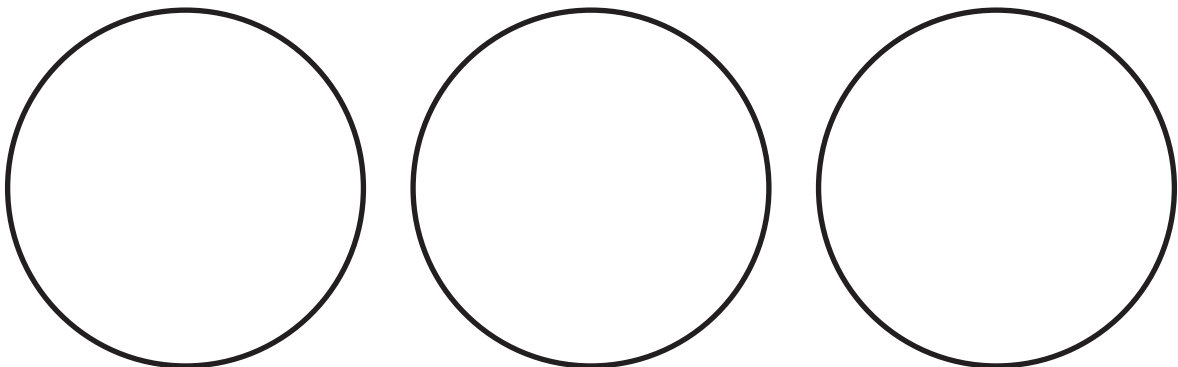
Draw or write about something that makes you feel scared.



When I feel scared, my body looks/feels like this:



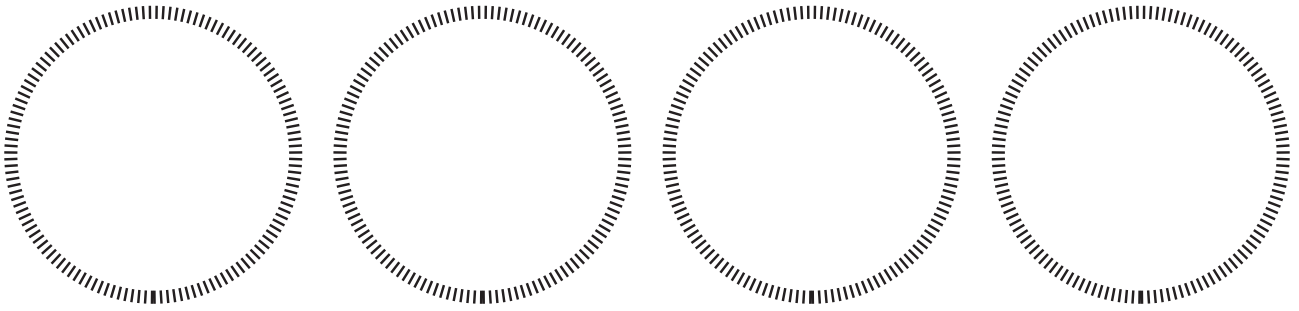
Draw or write the names of 3 people you can go to when you're feeling scared.



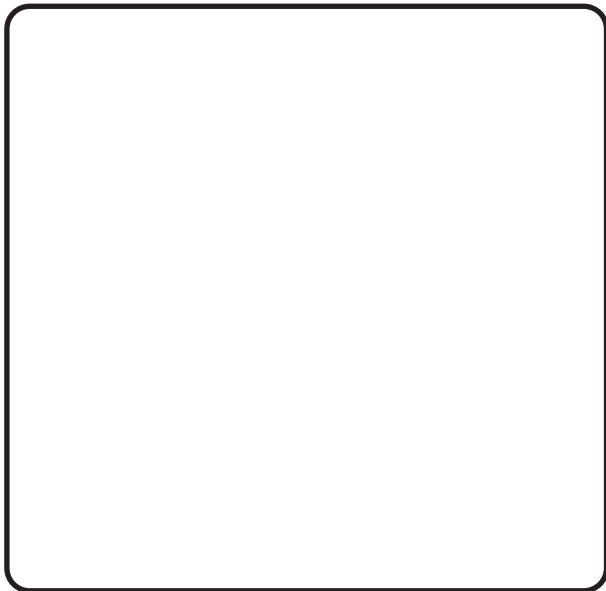


# Facing Challenges with Mindfulness

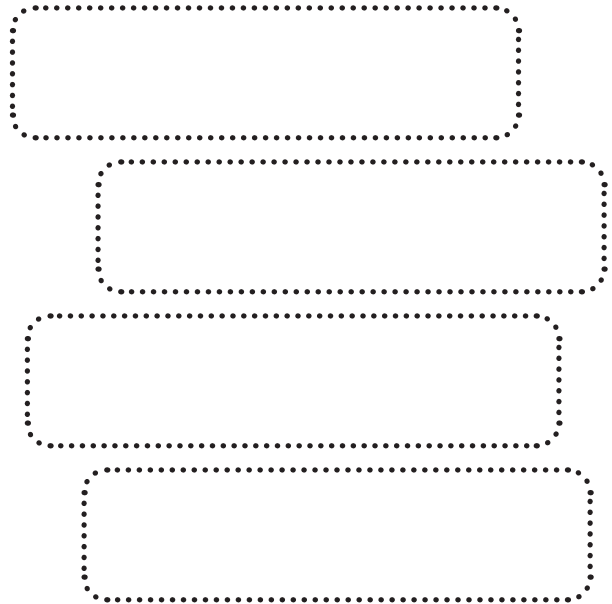
Some things that make me angry or frustrated are:



When I am angry or frustrated, my body looks/feels like this:



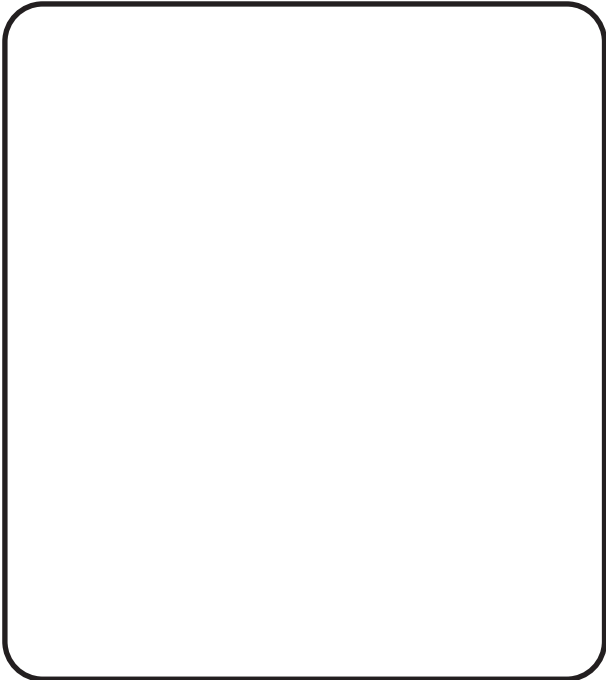
Some things I can do to calm myself down are:



When I'm calm, my body looks/feels like this:



# Paralympian Athlete Profile



Name: \_\_\_\_\_

Country: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Age: \_\_\_\_\_

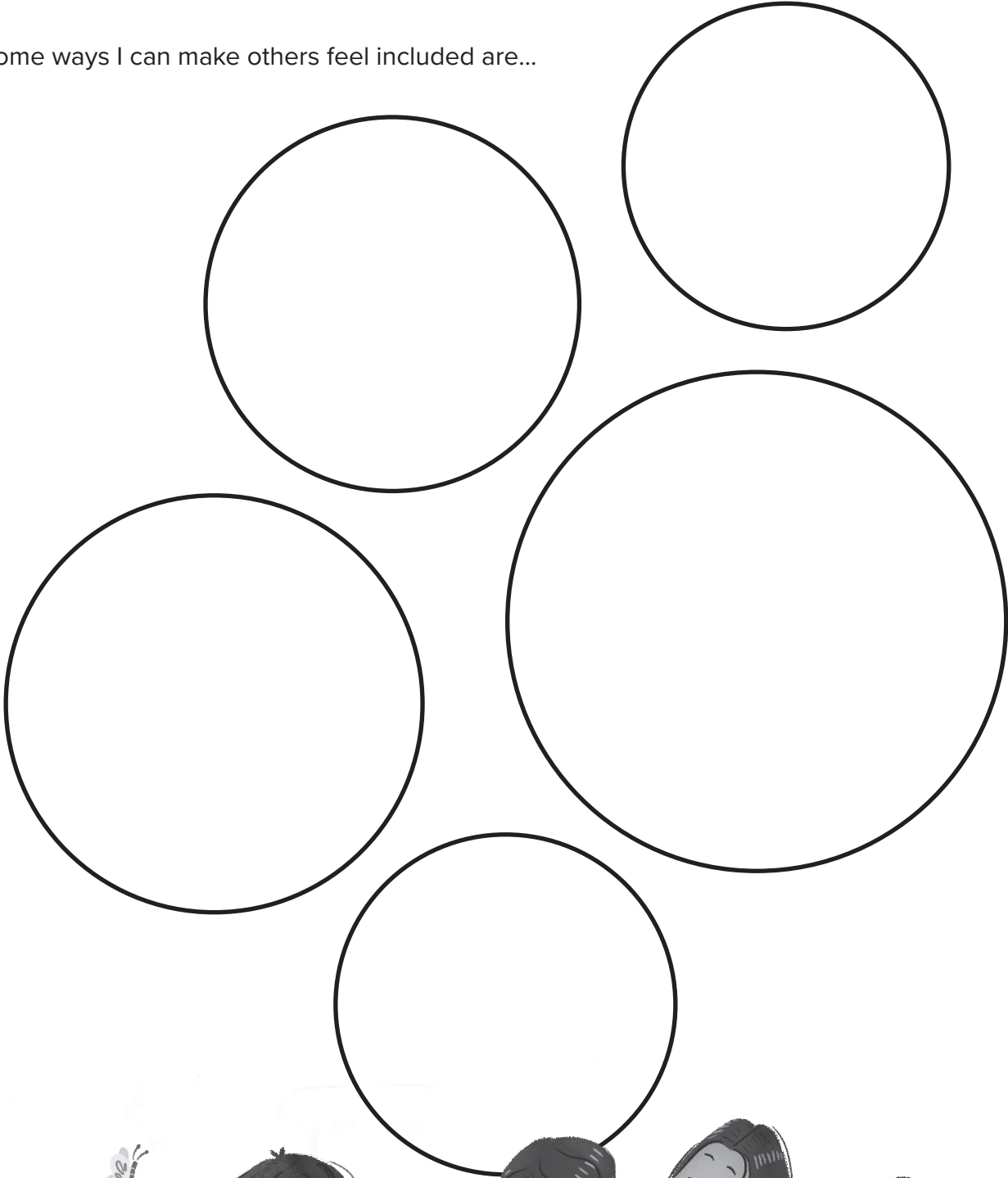
Competing sports:  
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Sports achievements:  
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Interesting facts:  
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# Being Inclusive

Some ways I can make others feel included are...

Five large, empty circles arranged in a cluster, intended for students to write their ideas for making others feel included.

