

## **Inclusion, Exclusion, and Safe Spaces**

### **Preparation**

Prepare 2 star necklaces made from construction paper and yarn  
Prepare 2 large pieces of mural paper and have oil pastels on hand

### **Introductions (3 minutes)**

Name song

### **Brainstorming (5 minutes)**

Students brainstorm and teacher records what "Inclusion" looks like sounds like, and feels like. repeat for "Exclusion".

### **Video (12 minutes)**

Students watch "The Sneetches" by Dr. Seuss. In this story, the Sheeches with stars on their bellies feel and act as though they are better than the Sneetches without stars and they actively exclude them.

<https://www.youtube.com/watch?v=PdLPe7XjdKc>

### **Debrief (3 minutes)**

Add anything else that comes up to our inclusion and exclusion lists.

### **Atom (7 minutes)**

Atom (Drama Game) students mill about the room, teacher calls out "atom 3". Kids get into groups of 3 with whoever is nearby. Teachers calls out object for concept for groups to act out (boat, umbrella, tree, ocean, friendship, love, etc.). This game continues until a number of groups of different sizes have been created.

### **Role Play (15 minutes)**

4 students will come to the middle of the circle. 2 will receive a star necklace made of paper (these are the star bellied Sneetches). The other two will receive none.

The teacher instructs the students who will be acting. The star bellied Sneetches will role play playing soccer and the other two Sneetches to make an approach and ask to play. The teacher asks, "What do you think those star bellied Sneetches would say?" The role play takes place and the star bellied Sneetches exclude the plain bellied Sneetches.

Pause

Have all of the audience members embody the stance of the *excluded* Sneetches and say one word about how they feel.

Have all of the audience members embody the stance of the *excluding* Sneetches and say one word about how they feel.

Have the audience members give ideas about how to "do over" the scene in a more inclusive way. (Teacher says pause, rewind) to try it again.

Again, have the audience members embody the stances of all parties and speak one word to how they feel.

### **Debrief (5 min)**

Have the students brainstorm a list of ways that they can include others (thus creating "safe spaces").

Ask the students to think of a memorable word or phrase that they can say when they notice someone being excluded. These words will be shared at circle next week.

### **(Yes, and) Drama Game (10 min)**

Students will be encouraged to find a partner who they don't know very well. The teacher will model asking someone new to come and play.

The teacher will say, "In this game your partner will make suggestions about how you will play together. You always say yes!, as well, you add your ideas to the game. If my friend says, "Let's go tobogganing, I'll say "yes! and let's bring our pet seals too!" then maybe they'll say "yes! and let's ride on our pet seals!" Then we act out sliding down a hill on our pet seals.

Have the students find a partner and play the game

**Debrief (1 minute)**

Ask the students to make a sound to indicate how they feel when their partner says "yes" to them.

**Murals (5 minutes to set up, 15 minutes to complete)**

Teacher places mural paper on the floor and sets out oil pastels. Explain that the oil pastels are very special, please take care in using them. Invite the students to remember what it felt like to be the excluded Sneetch. Invite them to draw whatever they like onto the mural. It may be a picture, a particular shape, design, or line. Remind the students to think carefully about the colours that they choose.

Repeat for the mural on inclusion.

**Conclusion (5 minutes)**

Place the murals on the carpet and sit around them. Ask the students what they notice and how they feel. Avoid the temptation to tie the workshop up in a bow (or to draw any grand conclusions or morals) leave the kids cooking in it a bit.

Sing goodbye song