

CHILDREN FIRST

BUILDING A STRONGER TOMORROW



K-12 Activity Guide

Inclusive Schools Week: December 8-12, 2025

Inclusive Schools Week is an annual event sponsored by the [Inclusive Schools Network \(ISN\)](#) and [Stetson & Associates, Inc.](#), which is held each year during the first full week in December. Since its inception in 2001, Inclusive Schools Week has celebrated the progress that schools have made in providing a supportive and quality education to an increasingly diverse student population, including students who are marginalized due to disability, gender, socio-economic status, cultural heritage, language preference, and other factors. Inclusive Schools Week also provides an important opportunity for educators, students, and parents to discuss what else needs to be done in order to ensure that their schools continue to improve their ability to successfully educate all children.

This year, the Inclusive Schools Week's theme is **"Children First"**! Join us in celebrating Inclusive Schools Week December 8-12, 2025



**Kids Included Together (KIT) & Changing Perspectives
worked in collaboration to bring you the 2025 Activity Guide.**



Changing Perspectives is an international non-profit organization. Changing Perspectives partners with schools and school districts across the world to promote social-emotional learning and cultivate inclusive and equitable learning communities for all students.

Changing Perspectives supports schools in four ways: curriculum resources, individual coaching, professional development training, and resources for parents.



KIT is a national nonprofit dedicated to promoting acceptance of differences by teaching people how to meaningfully include children with disabilities and other complex or behavioral needs. KIT also helps organizations create and sustain inclusive environments in which all children can thrive. In doing so, we help drive the national conversation around disability inclusion in child and youth programs.



The following activity guide is meant to be utilized by teachers during Inclusive Schools Week 2025. While Inclusive Schools Week is intended to provide support to all marginalized students, this guide is focused on disability inclusion. You will find learning intentions, educator resources and activities centered around 5 disability inclusive themes. We encourage teachers to prepare in advance by promoting Inclusive Schools Week in their school and with their students, as well as by reading and watching the Educator Resources prior to beginning.

These student activities are meant to celebrate disability inclusion, so it is imperative that students with and without disabilities participate, together, in Inclusive Schools Week activities.

The materials included in this guide are selected resources from **Kids Included Together** and **Changing Perspectives** or curated from trusted sources. For more information or for a catalog of additional inclusion resources, please visit www.kit.org and www.ChangingPerspectivesNow.org.

K-5 Activity Guide

Overall Learning Intentions

- By the end of the week, teachers and students can accurately define disability inclusion.
- Schools will identify their strengths and challenges in supporting disability inclusion.
- Teachers will facilitate student activities that promote disability inclusion.
- Students will demonstrate inclusive actions.

Daily Themes

Monday: Introduction to Disability Inclusion

Tuesday: Exploring our Differences

Wednesday: Fostering Friendships

Thursday: Expanding Empathy

Friday: Take Action for Inclusion



Monday: Introduction to Disability Inclusion



Daily Learning Intentions

- Educators develop new strategies for creating an inclusive learning environment for all students.
- Educators articulate why an inclusive classroom is beneficial to all students.
- Students accurately define disability inclusion.
- Students articulate why an inclusive classroom is beneficial to all students.
- Students describe the importance of inclusion.

Monday: Introduction to Disability Inclusion

Student Activities

Activity 1: Go Orange for Inclusion Pledge

K-2

3-5

Activity 2: Inclusion Skit

3-5

Reflection

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an “Exit Ticket” question—where students write their answers on a post-it or index card and leave with the teacher.

- What does the word include or inclusion mean?
- Why is inclusion important in our school?
- What is one thing you can do to make your community more inclusive for everybody?



Spirit Day Activity

Go Orange for Inclusion

Encourage everyone to wear orange on Monday to promote inclusion.

Monday: Introduction to Disability Inclusion

Resources

Video

Educator

What Is Disability Inclusion

https://youtu.be/GWsl0T8Wb_I

This short microlearning doodle video covers the foundations of disability inclusion and describes how inclusion is different from segregation, integration, and exclusion. It also will touch on the idea of providing “supports” or accommodations.

Tip Sheet

Educator

Cultivate Respectful Disability Awareness

<https://elearning.kit.org/r/4kswxnk108hvy1ruz7heytnims1229>

Download this KIT Tip Sheet with quick tips on how to incorporate disability awareness into your school, class, or program. It can be used for Staff training or to spark ideas for disability awareness activities.

Video

K-2

Sesame Street: Mila Kunis: Include

<https://www.youtube.com/watch?v=bTXzYX0rrPE>

Actress Mila Kunis demonstrates the word “include” with the help of Elmo and some friends.

Video

K-2

3-5

FairnSquare: Making the world better for kids with disabilities

<https://www.youtube.com/watch?v=nlzMD1Kj6kE>

This animated video from Humanity & Inclusion US shows how we can make the world more inclusive for children with disabilities.

Video

K-2

3-5

Inclusion Makes the World More Vibrant

<https://www.youtube.com/watch?v=QXY5TyCUTlo>

This 3-minute short film from Uniting shows a little boy helping his visually impaired mother experience an art gallery.

Activity 1: Inclusion Pledge

K-2

3-5

Instructions

- Print the following page and make copies as needed.
- Discuss each item on the pledge with your students. What do they think it means? How can they act on these ideas?
- Students can ask themselves questions like: What does inclusion look like? What does inclusion sound like? What does inclusion feel like?
- Students can draw or write about what they think an inclusive school looks like at the bottom.
- Have students write their name on their pledges and make a mural or post around your classroom or cafeteria.



I _____ pledge to always...

Open Access

Respect Others

Assume Ability

Nix Labels

Get Included

Embrace Differences

What does an inclusive school look like to you?

Activity 2: Inclusion Skit

3-5

Instructions

Students will work together to create a skit which demonstrates how to include their peers.

- Divide students into groups of 3-5, and explain that today, their task is to create a skit that demonstrates how students can be inclusive of everyone. Print the skit prompts on the next page, cut into strips, and give each group a prompt.
- Teachers are also encouraged to create their own skit prompts if the ones provided are not relevant to students' lived experience.
- Allow students time to practice and prepare, then bring the class together and have each group share their skit.

Here are some ideas for variations for this activity:

- Rather than doing a skit in front of the class, have students make a movie using video editing software.
- Perform the skits or show the videos at a whole-school assembly or other group gathering or event that is happening.
- Have students pause their videos or acting performance halfway through and ask the audience, "What would you do if you were in this situation?"



Inclusion Skit Prompts



Outside at recess, a group of kids are playing a game. One of their classmates is sitting alone on a bench.

During math class, the teacher asks students to get into pairs to play a math game. A little while later, a classmate who had been out of the room returns and doesn't know what is going on.

You're playing soccer during PE and having a great time, when you notice two of your classmates sitting on the bleachers by themselves just watching the game.

Imagine you're on the baseball team. At practice, you're playing catch with a teammate. Another teammate shows up late to practice.

It's writing time in school. Your teacher tells everyone to find a partner and share what you've written. You notice one of your classmates doesn't have a partner.

You walk into the cafeteria and look around. A group of your friends are sitting at a table and it looks like they're having a good time, but at the next table, a kid from your class is sitting alone.

Your teacher has put you into a group to work on a poster project. One of your classmates is really good at drawing and another classmate is really good at writing.

Tuesday: Exploring our Differences



Daily Learning Intentions

- Educators facilitate conversations amongst students about differences in respectful and positive ways.
- Educators support students in self-reflection about their differences.
- Students reflect on their own differences.
- Students understand the value and importance of each person's unique differences.
- Students compare and contrast their differences with others in the classroom.

Tuesday: Exploring our Differences

Student Activities

Activity 1: Human Bingo

3-5

Activity 2: What makes me...ME?

K-2

Reflection

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an “Exit Ticket” question—where students write their answers on a post-it or index card and leave with the teacher.

- What are some ways that we are all different from one another?
- What can we learn about ourselves and others when we explore our differences?
- Why are differences important?
- How are some differences visible and others invisible?



Spirit Day Activity

Hat Day

To promote the acceptance of all our differences, invite students to wear silly (but school-appropriate) hats to school. Emphasize that each hat is unique and different just like every person.

Tuesday: Exploring our Differences

Resources

Video

Educator

Teaching Youth to Respect Differences

<https://youtu.be/h8rgaNAKcXE>

We all want to create welcoming environments where disabilities are viewed as a natural part of life. When your class or program says that it is “for all,” what does that mean and what does it look like? To create welcoming programs, we first need to assess what respect for disabilities looks like. We can then explore ways that we can teach children and youth in our programs to respect disability as a form of diversity.

Video

Educator

3-5

TEDx Talk - “We Are All Different - and THAT’S AWESOME!”

<https://youtu.be/sQuM5e0QGLg>

Watch 10-year old Cole Blakely teach the value of celebrating differences as he describes his beautiful friendship with Steven, a 44-year-old man with Autism.

Video

K-2

3-5

Special Books by Special Kids

<https://bit.ly/2BZBqe0>

This YouTube channel features interviews with kids of all abilities and is a great way to explore our differences.

Video

K-2

3-5

Understanding Disabilities

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

This video from Penfield Children’s Center provides a student-friendly explanation of what a disability is.

Video

3-5

Understanding Disabilities (for students)

<https://www.youtube.com/watch?v=r9Y6XMko9Jc>

This video from Oasis Mental Health Applications provides a student-friendly explanation of what a disability is and how people with disabilities may have difficulty accessing things they need.

Activity 1: Human Bingo

3-5

Instructions

- Print the following page and make copies for each student.
- Discuss any items on the bingo chart that students might be confused about or need more knowledge about before beginning.
- Have students walk around the classroom and find peers who can sign their BINGO card inside each square.
- Continue until someone gets BINGO or a certain amount of time has passed.
- Have students discuss the similarities and differences they found.



Human Bingo Card

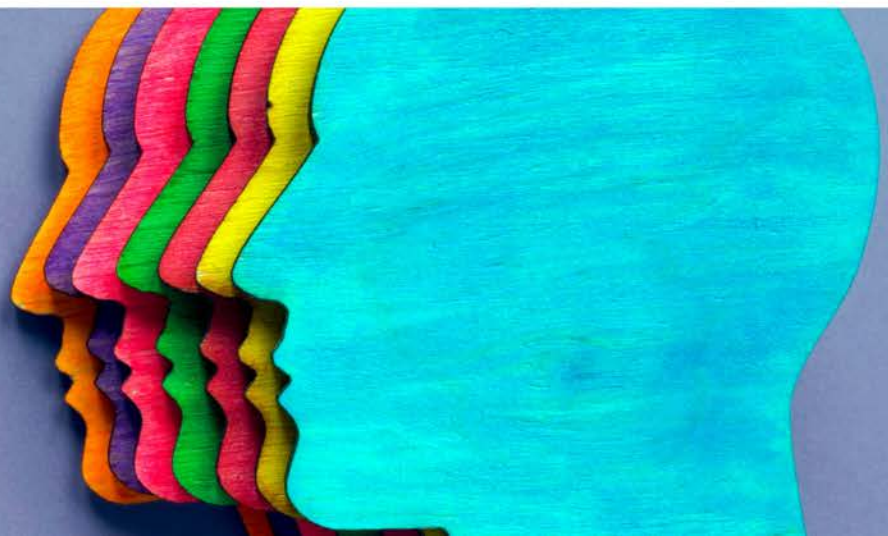
Each person you meet can only sign in one square. Call out "BINGO" once you have completed a row, column, or diagonal, then read out who has signed in each square in your Bingo.

My name starts with a vowel.	I can speak another language.	I have visited New York City.	I like playing video games.
I am the same age as you.	I was born in the same month as you.	I have more than one pet.	I love going to the beach.
I am left-handed.	I have the same eye color as you.	My favorite superhero is Batman.	I like to draw.
I have the same favorite flavor of ice cream as you.	I wear glasses or contacts.	I have been on an airplane.	I have the same favorite animal as you.

Activity 2: What makes me....ME?

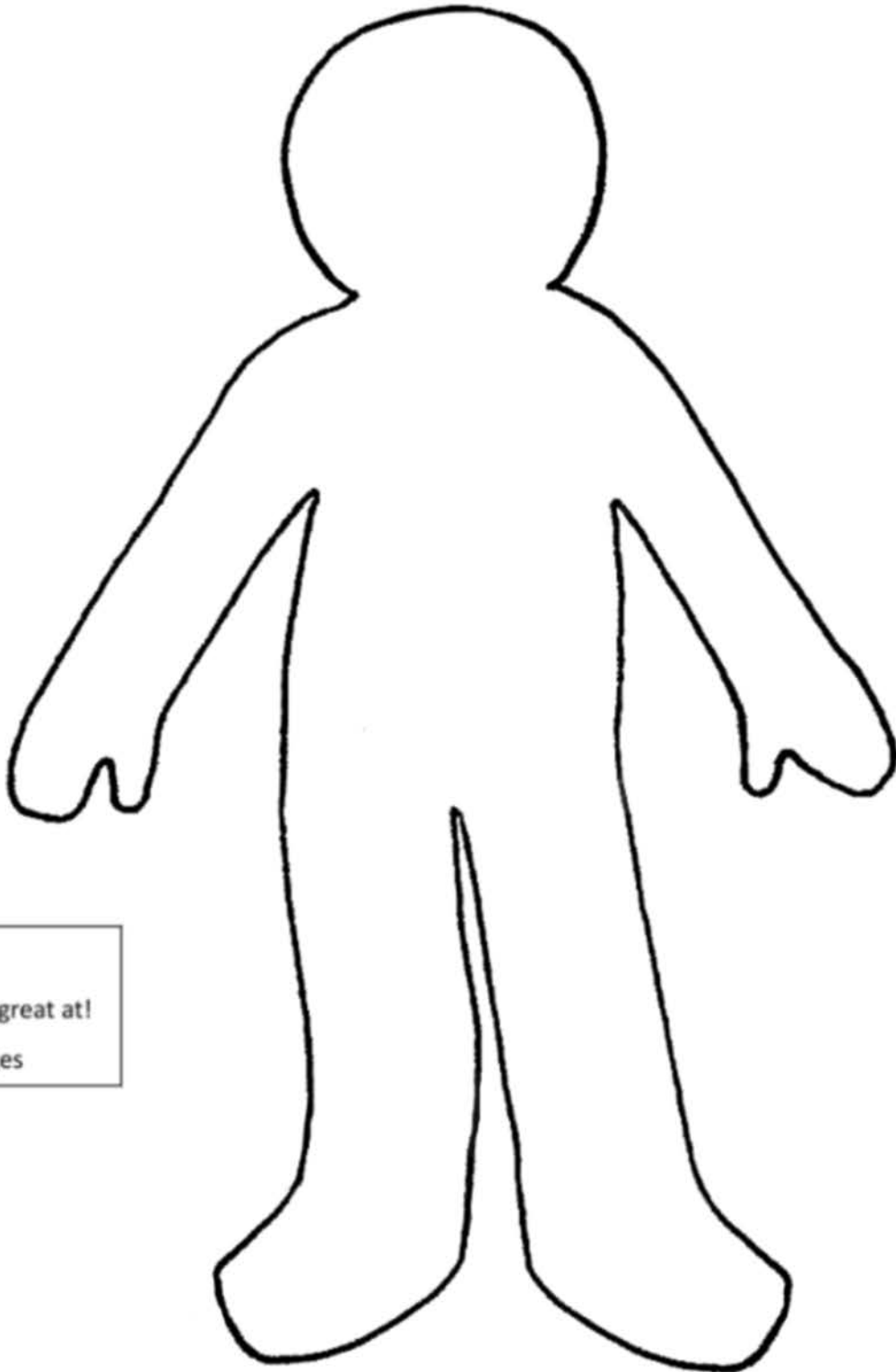
Instructions

- Begin the lesson by explaining to students that everyone has strengths (things they are good at or things that are easy for them) and that everybody also has challenges (things they are trying to get better at). Tell students that today they are going to take some time to think about their own strengths and challenges.
- Have each student select two coloring utensils (markers, crayons, colored pencils, etc.) of two different colors. Next, students decide which color is going to represent their strengths and which color is going to represent their challenges. Hand out the *What makes me...ME?* worksheet.
- On the bottom right corner of the worksheet is a key. Ask students to draw a dot of each color next to challenges and strengths to clarify which color will represent which category.
- Instruct students to fill up the body with their strengths and challenges. They can use words, pictures, and symbols. Remind them to use one color for strengths and the other color for their challenges.
- Encourage students to think about strengths and challenges both in and outside of school. Some categories might be: academics, athletics, music, hobbies, personality traits, family relationships, etc.
- Give students time to complete the activity. Upon completion, teachers can lead a discussion for students to share their work.



Name: _____

What makes me...ME?



Key

= Things I am great at!

= My challenges

Wednesday: Fostering Friendships



Daily Learning Intentions

- Educators gain new strategies in promoting positive friendships between their students.
- Educators facilitate positive peer-to-peer interactions.
- Students discover a commonality with at least one new peer by the end of the week.
- Students learn about the characteristics of a good friend.
- Students demonstrate their ability to interact in positive ways with ALL of their peers.

Wednesday: Fostering Friendships

Student Activities

Activity 1: What Makes Someone a Good Friend?

K-2

Activity 2: Self-advocating as a Friend

3-5

Reflection

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an “Exit Ticket” question—where students write their answers on a post-it or index card and leave with the teacher.

- What does it look like and sound like when we interact with a friend?
- How do we make new friends?
- What is a positive friendship? Why are positive friendships important?



Spirit Day Activity

Mix-it-up Recess

Encourage all students to play with someone new at recess or during free time.

Wednesday: Fostering Friendships

Resources

Video

Educator

Promoting Friendships Between All Students

<https://youtu.be/Z-WzngA6yoQ>

"In the cookies of life, friends are the chocolate chips." Friends are important, and when you have trouble with the skills to make friends, it affects all other aspects of your life. This webinar covers the importance of friendship and the tools to develop lasting relationships. 30-minute webinar

Video

Educator

Facilitating Peer Interactions

<https://youtu.be/xhifHtswVT0>

Facilitating positive peer interactions can be tricky. It can be difficult to know when to get involved and when to step back and allow natural interactions to happen. This webinar provides an overview of different ways to encourage and support social engagements between children and youth through modeling, the environment, scaffolding, and collaborative problem solving. 30-minute webinar

Tip Sheet

Educator

"Setting The Stage for Friendships"

<https://elearning.kit.org/r/1eskmxre9co5cw3s5euqrtzi0sr8kz>

Download a free KIT Tip Sheet developed to help educators and staff facilitate friendships between children and youth with and without disabilities.

Video

3-5

"My Autism" by George

<https://www.youtube.com/watch?v=YIK2yXfrCfw>

9-year-old George shared this video with his 4th grade class to help them understand why he sometimes behaves differently during lunch, group activities, recess, etc.

Article

Educator

Why Some Kids Have Trouble Making Friends

<https://www.understood.org/articles/en/why-some-kids-have-trouble-making-friends>

Read an article about why some kids have trouble making friends and learn some steps to help.

Website

Educator

Beyond Differences

<https://www.beyonddifferences.org>

Explore this website promoting social inclusivity and inspiring students to end social isolation.

Activity 1: What Makes Someone a Good Friend?

K-2

Instructions

- Begin by projecting the What Makes Someone a Good Friend? word cloud sheet and ask “What makes someone a good friend?”
- Invite students to popcorn (call out answers without raising hands) around the room and share ideas, such as showing kindness, being friendly, and taking turns. As students share, write their suggestions on the sheet.
- Ask guiding questions to encourage students to think deeply about the qualities, characteristics, and behaviors of a good friend, such as “How does a good friend...”:
 - ...act when you would like to share a toy or be included in their game?
 - ...respond when you are in an argument?
 - ...act when they see that you are sad?
- Continue adding students’ ideas to the sheet until you have a collection of positive attributes. Review the qualities the students shared, highlighting that there are many ways to be a good friend.
- Next, ask students to think about what they do to be a good friend to others.
- Instruct students to draw a picture that either shows them being a good friend to someone or shows someone being a good friend to them.
- Hand out paper and coloring supplies. Give students time to create their drawings.
- When time is up, gather students in a circle and invite them to share what they drew and why.



What Makes Someone a Good Friend?



Activity 2: Self-Advocating as a Friend

3-5

Instructions

Begin the lesson by asking students to raise a hand if they know what the term “self-advocacy” means. Call on students whose hands are raised to share their ideas. Reinforce or expand on students’ thinking by sharing a student-friendly definition of self-advocacy.

- Ask students, “How can self-advocacy help you as a learner?” Call on students to share their thinking.

Next, tell students you are going to read a brief scenario. Ask them to think about how the student in the story could use self-advocacy.

- Read aloud the scenario from the Self-Advocacy Scenario and Self-Advocacy Flowchart Sample.
- Then, project the page on the board and guide students through the flowchart, soliciting answers based on the scenario.
- Point out the looping arrow at the right of the chart. Explain that sometimes when we self-advocate, we uncover additional needs or more questions as we go. It is okay to return to an earlier point in the process and repeat steps to meet all the needs you identify.

After you have guided students through the flowchart sample, hand out copies of the Self-Advocacy Prompts and Practice page. Review the instructions.

- Ask students to read the prompts at the top of the page and choose one of the four.
- Instruct students to imagine how they would self-advocate in the scenario they selected.
- Provide ample time for students to fill in their flowcharts.
- Encourage students to think of at least two questions they could ask in order to get the support they need.
- Finally, ask students to imagine the outcome of their self-advocacy.

When students have completed their worksheets, invite students to share their pages with the class or in pairs or small groups.

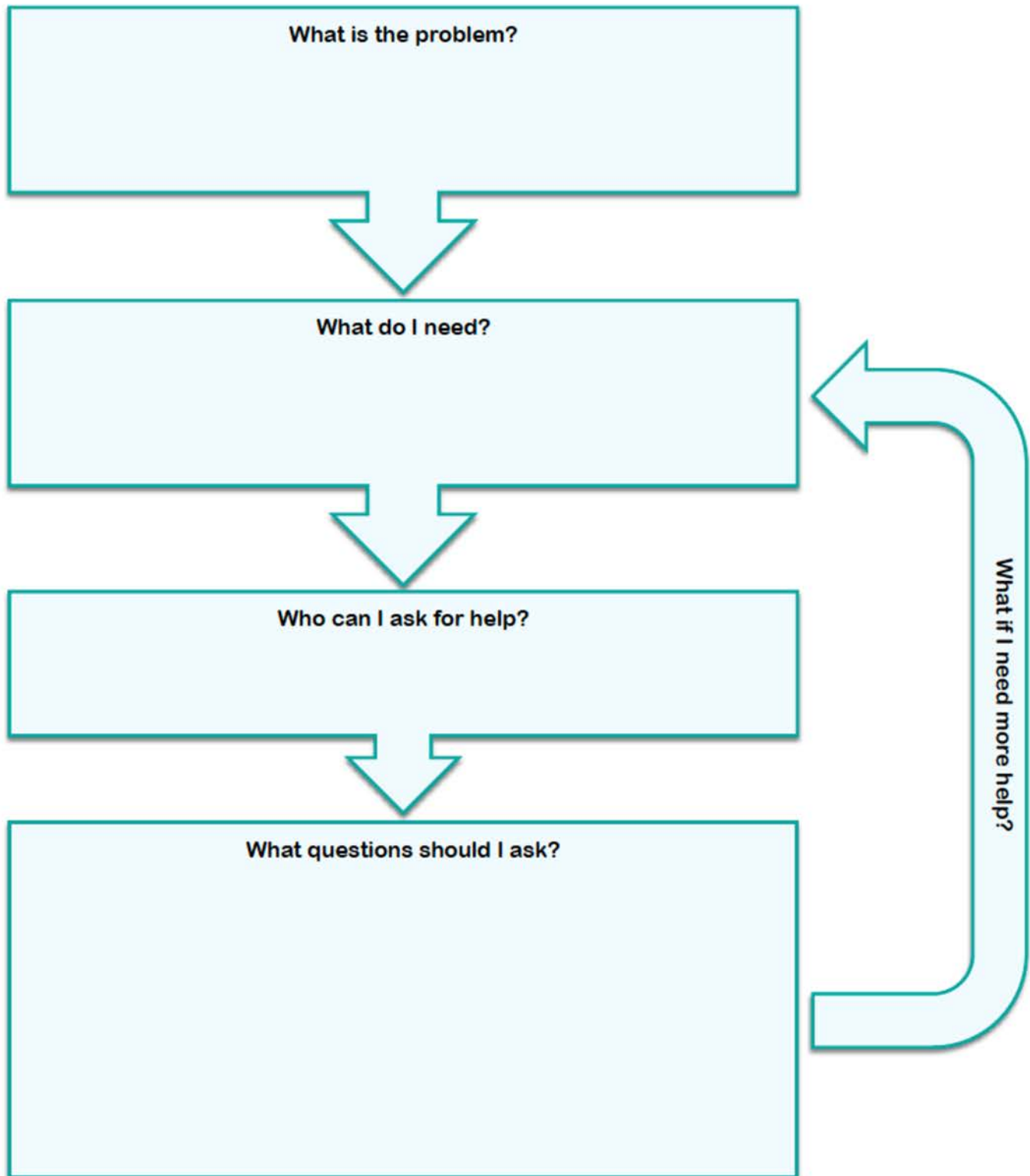
Wrap up with a brief full-class discussion using questions such as:

What was the most challenging step in completing the flowchart?
Why can it be challenging to self-advocate?
Why is it important to practice self-advocacy?
How can you use self-advocacy skills in your life outside of school?

Self-Advocacy Scenario and Self-Advocacy Flowchart Sample

On Monday and Tuesday, Mehtab was home sick and couldn't spend time with friends after school like he usually does. When he returned on Wednesday, he noticed his friends talking excitedly about a game they had all learned and played together during those two days. They invited Mehtab to join in, but none of the rules or strategies made sense to him, and he felt a bit left out.

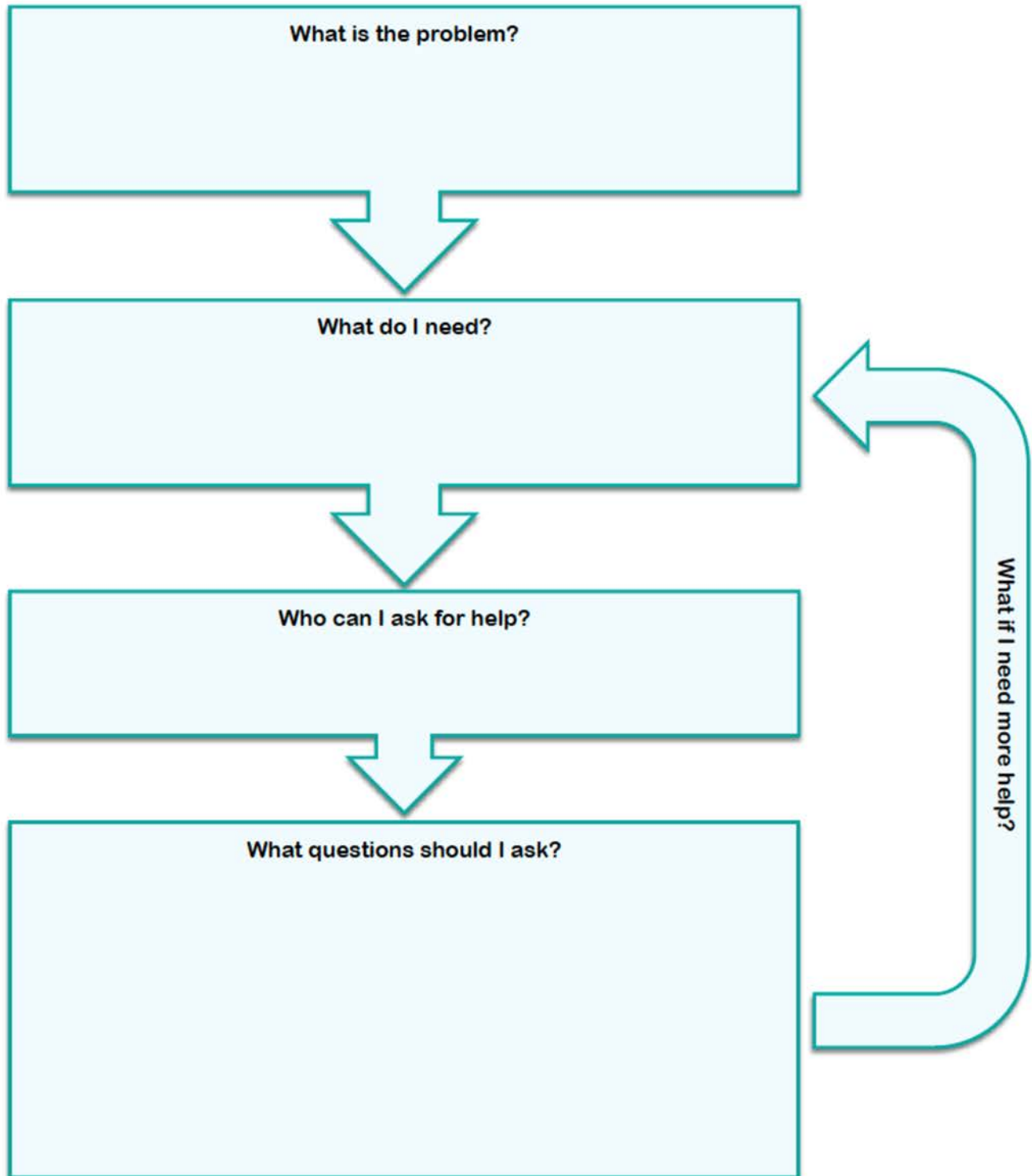
What steps could Mehtab take to self-advocate and feel more included?



Self-Advocacy Prompts and Practice

Directions: Circle a prompt and use the flowchart to map the steps you would take to seek support from a friend. On the back of this paper, write a brief description of what you imagine the outcome of your advocacy would look like.

1. Your friend made plans with others without inviting you.
2. Your friend group is talking about a shared experience or inside joke that you missed and don't understand.
3. A friend made a joke that hurt your feelings.
4. You want to try something new with your friend group, but you're unsure how they'll react.



Thursday: Expanding Empathy



Daily Learning Intentions

- Educators articulate the four pillars of empathy.
- Educators reflect on their own ability to be empathetic.
- Educators gain new strategies to teach empathy to their students.
- Students define empathy.
- Students give examples of what it looks like and sounds like if you show another person empathy.
- Students formulate questions that communicate empathy.

Thursday: Expanding Empathy

Student Activities

Activity 1: Understanding Emotions

K-2

Activity 2: Empathetic Questions

3-5

Reflection

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an “Exit Ticket” question—where students write their answers on a post-it or index card and leave with the teacher.

- What is your definition of empathy?
- Why is empathy important?
- How does being empathetic make our community better?
- What is one example of something you have done to show another person empathy?



Spirit Day Activity

Dress like a Superhero

Superheroes make the world a better place and we each have the power to make our school a better place every day by showing empathy. Dress like a superhero to remind everyone to be empathetic!

Thursday: Expanding Empathy

Resources

Video

Educator

"4 Reasons SEL is So Important Right Now"

https://www.youtube.com/watch?v=Pq_wd-jQNEg

Watch a short, 3-minute video explaining the intrinsic value of social-emotional learning, or SEL.

Tip Sheet

Educator

"Taking Care of Yourself"

<https://youtu.be/FwQxaRcPwgc>

Taking care of children and youth in class or out-of-school time programs can be overwhelming. When children have an increased level of need, educators' stress levels can rise even higher. Research shows that educators who practice self-efficacy, experience more satisfaction and fulfillment, reducing their feelings of being overwhelmed and stressed. This 30-minute webinar outlines practical ways that you can take care of yourself as an educator.

Video

Educator

"Using Small Groups to Enhance SEL Skills"

<https://youtu.be/bjonxJiq9EA>

Developing social-emotional skills in children, youth, and teens is a vital part of their success into adulthood. When providers are meaningfully engaged to help coach children/youth while they practice new social skills in a safe, nurturing environment, they have a better chance of being successful in real-life events. This webinar explores social-emotional skills through the lifespan beginning with the stages of play in early childhood and incorporating the importance of peers in the school-age, preteen, and teen years. 40-minute webinar

Video

K-2

"Elmo and Mark Ruffalo on Empathy"

https://youtu.be/9_1Rt1R4xbM?si=Sx8hACN-ywLmgBeA

In this video Elmo and Mark Ruffalo explain empathy.

Articles

Educator

[How Empathy Affects Learning and How to Cultivate It In Your Students](#) - by Saga Briggs on informED

[Empathy is Tough to Teach, But Is One of the Most Important Life Lessons](#) - Mind/Shift

[Why Empathy Is As Important as Reading or Math](#) - Ashoka

[The Power of Empathy](#) - by Elena Aguilar on Edutopia

Activity 1: Understanding Emotions

Instructions

Objective: To help children recognize and express their emotions and develop empathy by thinking about how others might feel.

- Explain to students that everyone feels different emotions, and understanding those feelings helps us be good friends.
- Tell them they'll complete sentences that help them think about their own feelings and about how they can help friends who might feel sad, happy, or scared.
- Read each sentence starter aloud and give students time to think and finish each sentence. Encourage them to be honest and use words that feel true to them.
- After students finish, invite volunteers to share their responses. Use this as a chance to talk about different emotions and how they can respond with kindness when others feel a certain way.
- For younger students, you can do this activity as a group, with students completing sentences verbally.



Sentence Starters:

I feel happy when

I feel proud of myself when

When I see my friend is sad, I

I feel nervous when

I like to help others by

When someone shares with me, I feel

When someone is lonely, I can

I feel excited when

When I make a mistake, I feel

When someone is kind to me, I feel

Activity 2: Empathetic Questions

3-5

Instructions

Start with a quick review of empathy, if needed. Then, tell students that today they are going to explore the types of questions one can ask to communicate empathy.

Share this famous quote with students: "Empathy grows as we learn." Ask them, "What do you think this statement means?" Allow a few students to share ideas. Reinforce or expand on students' thinking by reminding them one of the best ways to learn is to ask questions. Some situations call for questions to be asked in a certain way or for certain language to be used. When we ask the right kinds of questions, we can learn more about a situation, which helps inspire empathy.

When we find ourselves in a situation that may call upon us to show empathy, it can be helpful to remember the following guiding principles, or questions, which you can use to help you formulate empathetic questions to support someone who is in distress:

- Does the question show you care?
- How does body language affect the "feel" of the question?
- What would you learn (or hope to learn) from the question?

Tell the class that they are going to brainstorm about helpful, respectful questions they could ask in certain scenarios. Remind students to think about the guiding principles as they do this exercise.

If possible, project the guiding principles questions on the board or write them on the board for reference. Then, one at a time, present the following scenarios, allowing for a few minutes of brainstorming and discussion for each one:

- You see someone who is crying. What do you ask?
- You see someone who is angry. What do you ask?
- You see someone who has a physical difference. What do you ask?

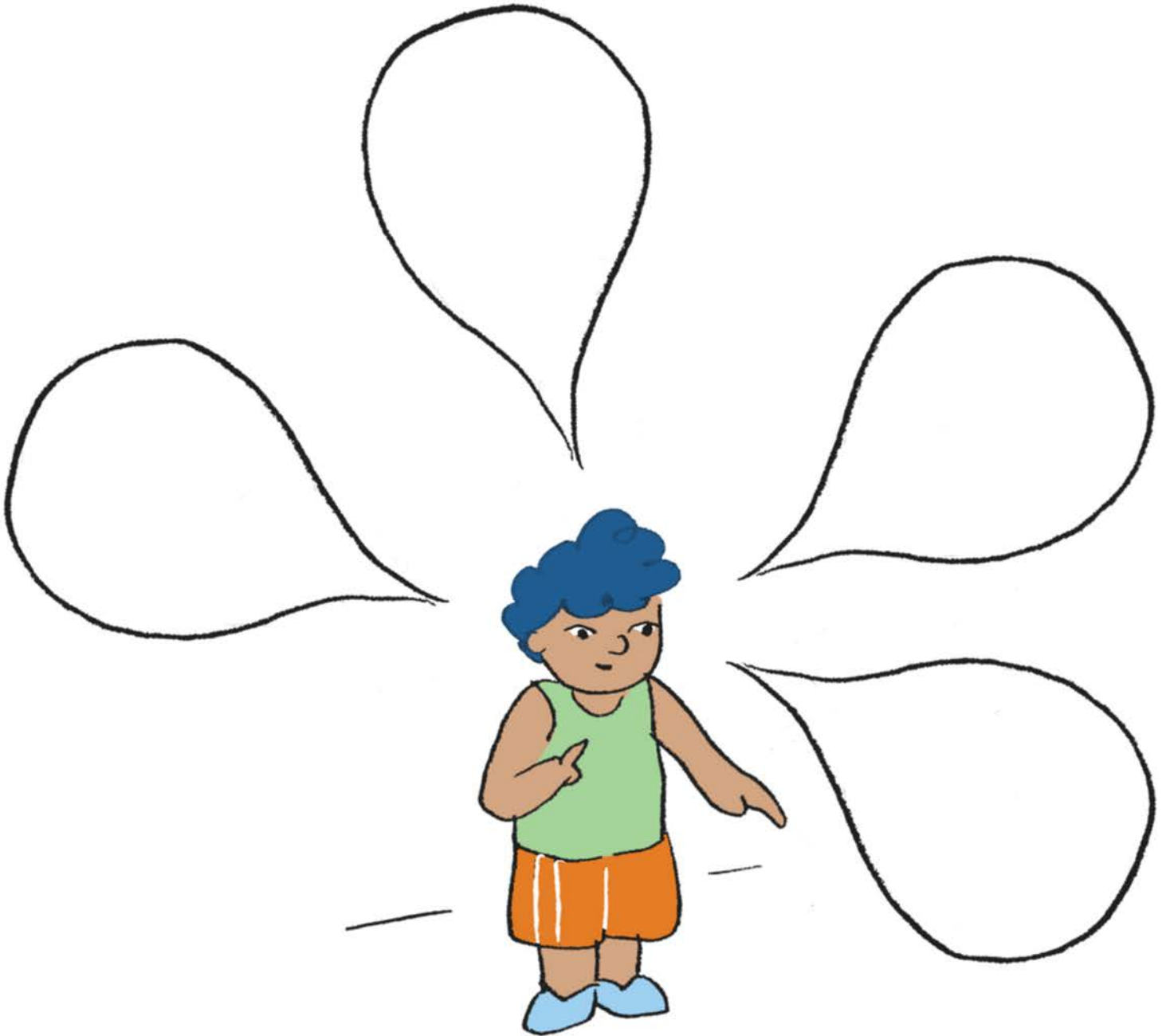
As a wrap up to the brainstorming, ask students, "Which questions seem to apply to the most scenarios? Why do you think that is?" After a brief discussion, hand out the Empathetic Questions worksheet. Ask students to draw on the brainstorming and their own ideas to write a different empathetic question in each of the four speech bubbles.



Name: _____

Empathetic Questions

Imagine that you are in a situation in which someone is distressed and you would like to offer them empathy and support. What are four questions you could ask? Think about the guiding principles as you formulate your questions.



Friday: Take Action for Inclusion



Daily Learning Intentions

- Educators support students in fulfilling a service-learning project to make their school/community more inclusive.
- Educators assess the current state of inclusion in their school/community.
- Educators support students in reflecting on what inclusion means to them and their community.
- Students share examples of ways their school is already inclusive.
- Students assess what areas of their school/community could be more inclusive.
- Students create a plan of action to make their school/community more inclusive for everybody.
- Students identify inclusive actions.

Friday: Take Action for Inclusion

Student Activities

Activity 1: Call to Action Activities

K-2

3-5

Reflection

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an “Exit Ticket” question—where students write their answers on a post-it or index card and leave with the teacher.

- What is one example of a way your school is inclusive?
- How could your school be more inclusive to everyone?
- Why is it important that all schools are inclusive to all students?



I N C L U S I O N



Spirit Day Activity

Random Acts of Kindness

Challenge each student to take action by doing one random act of kindness. Set up a school-wide or class jar where students write down what they did and put it in the jar.

Friday: Take Action for Inclusion

Resources

Video

Educator

Connecting and Redirecting Through Stressful Times

<https://youtu.be/nscm4uLui2M>

Sometimes, things don't go the way we want them to. But how can we steer a stressful situation to achieve the outcome we want? KIT often practices "Connect, Reflect, and Redirect" when faced with challenging behavior. Watch this "play-by-play" video as Heather connects, reflects, and redirects her son, Myles.

Tip Sheet

Educator

Mental Health Basics

<https://elearning.kit.org/r/v8s39l56rxb12aq4sl0hn0tniwsn4jn>

KIT Tip Sheet developed to help educators and staff identify potential mental health challenges.

Video

Educator

If Not You, Then Who? Real-World Advocacy

<https://learnonline.kit.org/catalog/courses/1113387>

"Advocacy" might seem like something for lawmakers. But, in fact, you are an advocate for children every day. Watch this webinar to find out more about your role as an advocate and to learn additional strategies to support children in your lives.

You can watch this 30-minute recorded webinar for FREE! Just click the title above or copy/paste the link above into your browser to go to KIT Academy. You will need to create an account (if you don't have one already) and add the webinar to your cart. Enter coupon code "INCLUSIVE-SCHOOLS" at checkout to view the webinar for free. Then browse the KIT Academy store for any other online learning topics about disability inclusion, behavior, etc.

Video

Educator

Top 5 Trends in Disability Inclusion

https://youtu.be/qaP81vUQ_7Y

This 60-minute webinar, though recorded some time ago, still offers valuable insights into disability inclusion trends. Each year, Kids Included Together tracks progress toward our vision of every child being meaningfully included in school and community. This year, we've seen a growing focus on diversity, equity, and inclusion across education, business, media, and culture, increasing the visibility of disability inclusion.

Activity 1: Call to Action Activities

K-2

3-5

Instructions

The following table offers ideas for ways in which your students, educators, and community can take action for inclusion.

Idea Title	Brief Description
Guest Speakers	Invite a guest speaker to your school to share with students the importance of inclusion and kindness. This could be done in an assembly format or in small groups.
Volunteer with Local Organizations	Have students volunteer with organizations that support people in your community, then provide an opportunity for students to reflect on and share their experiences volunteering with their classmates.
Movie Showing	There are many movies that focus on issues around differences, such as disability, race, gender identity, etc. Here are some suggested titles: • Wonder • The Mask You Live In • Inside Out Have students watch the movie then have teachers lead a brief discussion about the video.
Buddy Bench	Consider having students raise money to purchase or build a buddy bench to be used at your school or donated to another school in your community. The idea behind the buddy bench is that it's a place for students to sit if they're looking for someone to hang out with.
Mix It Up Events	Organize "Mix-It-Up" events at your school to encourage students to get to know students in other grades or classes that they may not usually spend time with. Here are some ideas to consider: • Mix-It-Up lunches • Mix-It-Up advisories/homeroom activities • Participate in a national Mix-It-Up Day program
Create an Inclusive Club	Students can start their own Inclusive Club at their school to meet after school or during a free period during the day. The clubs' objectives would be to assess how inclusive the school currently is and what actions would make their school more inclusive for ALL students.

Idea Title	Brief Description
Community Building Activities	Organize a variety of community-building activities for students at your school. The goal of the activities should be to bring students together for a common goal. Activities might include: • A school-wide art project with a common theme such as inclusion, empathy, or kindness. • Visiting a local ropes course or other outdoor education venue. • Working with your PE teacher to do team-building games in the gym.
Art Show	Host an art show at your school that revolves around a central theme. Themes could be inclusion, empathy, diversity, kindness, disability, etc. Encourage all students to submit a piece of art to the show that connects to the chosen theme. Then, host an art show evening or event at the school for parents and community members.
Poetry Slam	Host a poetry slam at your school that focuses on a central theme, such as inclusion, empathy, diversity, kindness, and/or disability. Encourage all students to perform a poem that connects to the theme.
Accessible Event for All	Take an already scheduled event at your school, such as a football game or dance, and make the theme for that event/game <u>accessibility</u>. Make sure that all aspects of the event are considered and redesign aspects that need to be modified in order for it to be accessible for everyone.
Whole School Inclusive Project	Initiate a whole school project around inclusion. This could be a bulletin board that each student contributes to, a reading challenge where all students read books with characters that have differences (e.g., disability, race), a mentorship program, or an acts of kindness campaign.
Create a School-wide PSA	Have students create a video or podcast of a PSA that is shared with the entire school. The PSA should be about how students can take action to make their school more inclusive to everyone.

6-12 Activity Guide

Overall Learning Intentions

- By the end of the week, teachers and students can accurately define disability inclusion.
- Schools will identify their strengths and challenges in supporting disability inclusion.
- Teachers will facilitate student activities that promote disability inclusion.
- Students will demonstrate inclusive actions.



Inclusive Week Activities (6-12th Grade)

Student Activities

Activity 1: Call to Action Activities

Activity 2: Designing for Inclusion

Activity 3: Empathy Mapping

Activity 4: Empathy vs Sympathy

Reflection

The following reflection questions can be used as a formative assessment of student learning. These questions can be used to guide a group discussion, individual student sharing, or as an “Exit Ticket” question—where students write their answers on a post-it or index card and leave with the teacher.

- What is one example of a way your school is inclusive?
- How could your school be more inclusive to everyone?
- Why is it important that all schools are inclusive to all students?



Inclusive Week Resources (6-12th Grade)

Video

Educator

Disability & Diversity

<https://learnonline.kit.org/catalog/courses/1102272>

Middle schoolers and teens can experience at least 24 mood changes in a day, so it's no wonder social-emotional learning is a trend in youth centers. In this webinar, you'll learn ways to support social-emotional learning in your program. You'll also explore how disability is a dimension of diversity and how to make your program truly inclusive for all.

*You can watch this 30-minute recorded webinar for **FREE!** Just click the title above or copy/paste the link above into your browser to go to KIT Academy. You will need to create an account (if you don't have one already) and add the webinar to your cart. Enter coupon code "**ISW2021**" at checkout to view the webinar for free. Feel free to then browse the KIT Academy store for any other online learning topics about disability inclusion, behavior, etc.*

Video

6-12

Annie Elaine - Disability Identity and Language

<https://youtu.be/SMKKze48Qbo>

Watch this 7-minute video where Annie has a very respectful conversation about identity first vs. person first language.

Video

6-12

Judith Heumann - TEDx Talk "Our Fight For Disability Rights - And Why We're Not Done Yet." -

https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet?subtitle=en

Watch this 17-minute video from lifelong disability advocate and leader of the Section 504 Sit-In, Judith Heumann, tell the stories behind the protest - and remind us that even 40 years later, there is still more work to be done.

Video

Educator

Debunking the Myths of Inclusion

<https://youtu.be/9F07PAp9DzM>

Attitudes, beliefs, policies, and resources influence how inclusion is viewed and put into practice in child and youth programs. This webinar will explore myths of inclusion that sometimes interfere with creating welcoming and inclusive environments for all children. 30-minute webinar

Video

Educator

Shelley Moore - Transforming Inclusive Education

<https://www.youtube.com/watch?v=RYtUIU8MjIY>

Watch this 3-minute video where Shelley uses bowling to demonstrate the value in inclusive education. It's all about "changing your aim!"

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Activity 2: Designing for Inclusion

Instructions

Students will learn about disabilities and design an assistive device or transportation method that supports individuals with a specific disability.

Begin with a brief overview of Disability Inclusion Awareness Week. Discuss the importance of inclusion and accessibility and introduce students to a range of disabilities (e.g., mobility, visual, hearing, cognitive, sensory).

Divide the class into small groups. Assign each group a specific disability, or let them choose one they are interested in learning about.

Encourage students to research common challenges faced by individuals with these disabilities, specifically in areas of mobility, navigation, and daily activities.

Each group will design an assistive device or method of transportation tailored to their assigned disability. This device or transportation method should:

- Address at least one significant challenge related to mobility or independence for individuals with the assigned disability.
- Consider the user's comfort, safety, and ease of use.
- Be imaginative yet practical—students can draw inspiration from existing technology or brainstorm new concepts.

Groups will outline their ideas on paper or using graphic design tools, providing:

- A detailed sketch or model of their device or vehicle.
- Descriptions of the device's key features, including any assistive technologies (e.g., voice commands, sensors, tactile feedback).
- An explanation of how the device improves accessibility and quality of life for someone with that disability.

Each group will present their device or transportation method to the class, explaining:

- How their design functions
- Why they chose certain features
- How they believe it will make a positive impact on individuals with the chosen disability

After all presentations, hold a class discussion on:

- How this activity changed students' understanding of disability inclusion.
- What they learned about designing with empathy and inclusivity in mind.
- How this experience might impact their perspectives on accessibility in their communities.

Activity 3: Empathy Mapping

Instructions

Help students understand and practice empathy by exploring another person's perspective.

Introduce the Concept of Empathy (5 minutes):

Begin with a short discussion about empathy, explaining that it's the ability to understand and share the feelings of another person. Ask students for examples of when they've felt empathy or tried to put themselves in someone else's shoes.

Select a Scenario (5 minutes):

Choose a relatable scenario for teenagers that involves different perspectives. Here are a few ideas:

- A new student at school who's struggling to make friends.
- A student whose parents are going through a divorce.
- A teen who's anxious about a big exam.

Empathy Mapping (10 minutes):

Have each student create an "Empathy Map" on a sheet of paper by dividing it into four sections labeled:

- Think: What might this person be thinking?
- Feel: How might they be feeling?
- See: What do they see around them in their daily life that might affect them?
- Do: How might they act or behave based on these thoughts and feelings?

Ask students to put themselves in the shoes of the person in the scenario and fill in each section with what they think this person might experience.

Group Sharing & Reflection (5-10 minutes):

Invite students to share parts of their Empathy Maps with the group. Encourage them to discuss any surprises or insights they gained from the activity. Wrap up by reinforcing how empathy helps us connect with others, make more supportive choices, and recognize that everyone has unique challenges and emotions.

Activity 4: Empathy vs Sympathy

Instructions

Begin the lesson by asking students if they know what empathy and sympathy are. Give students the opportunity to share their thoughts, then write the following definitions on the board:

- Empathy is experiencing another's pain or feelings, similar personal experiences, or sharing the same emotion.
- Sympathy is acknowledging another person's circumstances and/or feeling sorry for someone's suffering.

Provide each student with a Venn diagram worksheet.

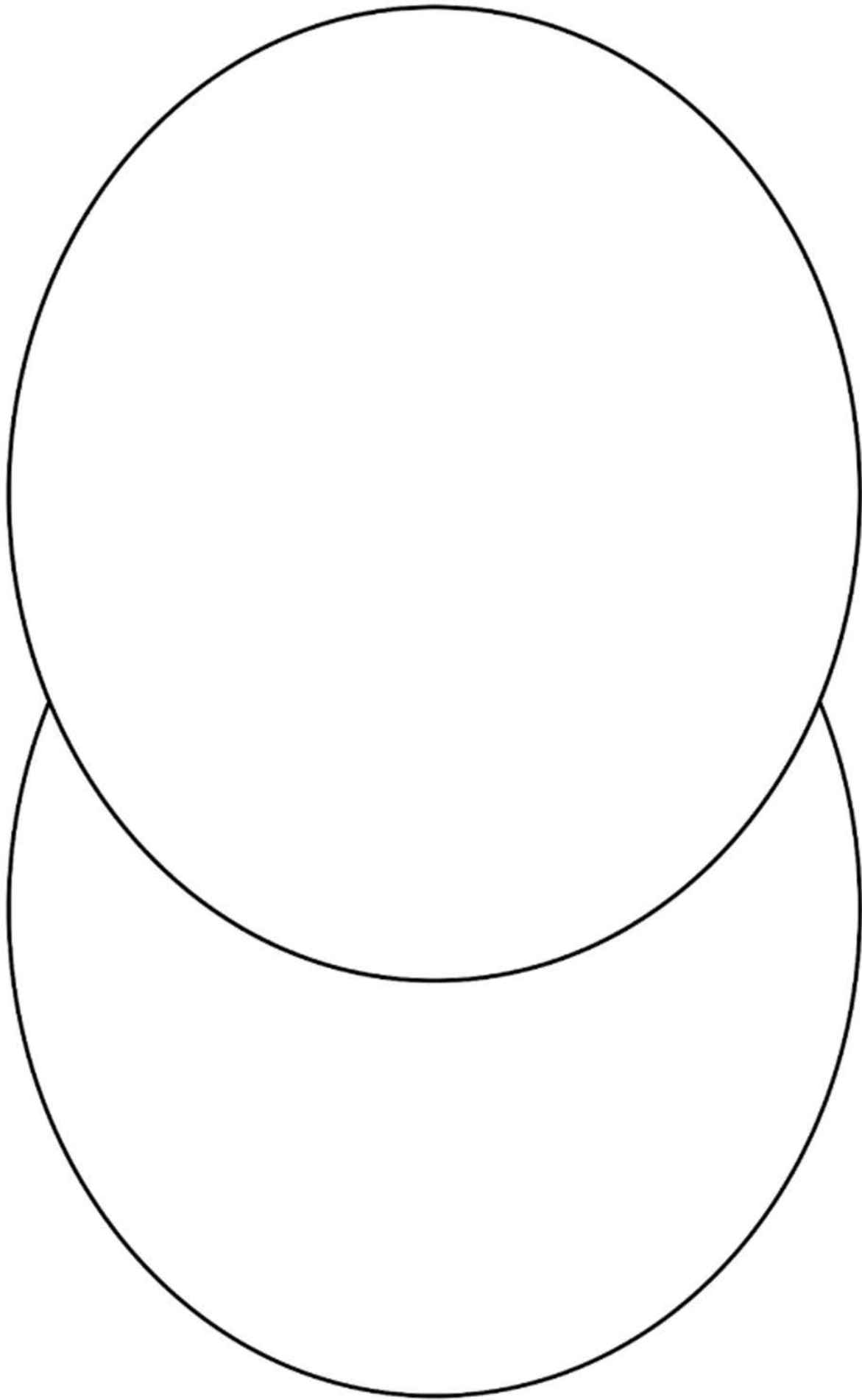
- On one side of the diagram, ask students to write "Sympathy" and copy the definition you wrote on the board
- On the other side, ask students to write "Empathy" and copy the definition from the board.
- Have students write down 1-2 examples of times they think they were sympathetic to someone and 1-2 examples of times they think they were empathetic to someone.
- Then, pair students and ask them to share their examples of sympathy and empathy with each other.
- Working with their partners, have students consider ways that sympathy and empathy are alike and write those in the intersection of their Venn diagrams.

Bring the class back together and ask students to share what they've learned about the similarities and differences between empathy and sympathy.



Name: _____

Venn Diagram: Empathy vs. Sympathy



What's Next?

We'd love to hear from you! Was this Activity Guide helpful and easy to use? Did these activities make your school more inclusive this week or inspire you to continue building on your inclusive culture?

Are you interested in additional programs and support to make your school more inclusive? Please contact us.



Website: ChangingPerspectivesNow.org

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