

Inclusiveness

This week students explore the concept of inclusiveness through the lens of equity. Through a variety of discussion prompts and media analysis, students will understand the definition of equity, how it relates to fairness, and how it can help us become more inclusive.

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



The Equity Challenge

In this primary lesson, students talk about fairness and equity and how they are different. Through the use of imagery and group discussion, students will explore how acts of equity might feel unfair but are actually quite fair and necessary in order to give everyone the same chance at success. (See page 3 for lesson details.)

Mini Lessons

For Small Groups

15 minutes



Equal vs. Equitable

In small groups, read the following situation and brainstorm a solution that is equitable for all involved.

The teacher has assigned a novel report and passed out hard copies of the book to each student. Everyone has the same book and has been assigned the same report, which is due in a month. The teacher has equal expectations for all and has given everyone the same materials. However, José is new to class. He recently moved to the U.S. from Brazil. He does not speak English very well, but he is expected to do the book report too. José wants to do the report because he wants to learn what everyone else is learning, but he feels stressed out. What could be done in this situation to make this assignment equitable for José?

For Partners

15 minutes



Fair vs. Equitable

Sometimes things don't feel fair, but they are necessary to give everyone what they need to succeed. For example, Chyanne struggles with reading so she uses a screen reader on her iPad to read her textbooks and homework to her. Her brother Chip is a strong reader, but doesn't enjoy reading. He would like to use a screen reader, too, so he can do other things while listening to the text. Their mom won't let Chip use Chyanne's screen reader software. Is this fair? Is it equitable? Why or why not? Discuss with a partner and then share your ideas with the large group.

For Individuals
15 minutes



Equity for Me

Think about when you feel most successful. What is it that you need personally in order to achieve success? Write about those things and then reflect on where you find them most and where you find them least. When you feel like you have not been given the tools to succeed, write about how can you stand up for your own success, even when it feels like you are not being given everything you need to be as successful as the next person.

Technology-Focused
15 minutes



Leveling the Playing Field: Equity & Technology

What types of technology exist today to help make life, information access, transportation, communication, and “life in general” fairer and more equitable for everyone? Identify and explain the technology.

The Equity Challenge

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Lesson Timeframe

30 minutes

Required Materials

- ☐ Smartboard or print-outs of the images below

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:

- Examine the difference between fairness and equity
- Discuss how equity helps make us more inclusive

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

In this unit, we are talking about inclusiveness, which also includes the concept of fairness. We define fairness as treating people in a way that does not favor some over others. Last week we worked hard to see situations from a variety of perspectives to help us truly identify when something was fair or not. As we discovered, sometimes what seems fair to us is actually not fair to others and vice versa.



Inspire

15 minutes

Today we are going to talk about a concept called equity. This is a slightly more complex concept. Does anyone know what equity means? You may have heard this term in other Kindness in the Classroom lessons. (Invite student responses.)

Good! Equity means giving everyone what they need to be successful. In what ways is this similar to our fairness definition? You may want to remind students what the definition of fairness is. (Invite student responses.)

In what ways is it different? Invite student responses. If students do not know how equity is different from fairness, that is okay. Explain that they will learn the difference in this lesson.



Empower

15 minutes

Today we are going to talk about equity vs. fairness and begin thinking about how that applies to us and to our sense of inclusiveness. First, let's look at this image and maybe you have maybe seen it before. Project the image on a smartboard or have students look at it on tablets/computers; hand out or walk around with a printed version if the tech approach is not possible.



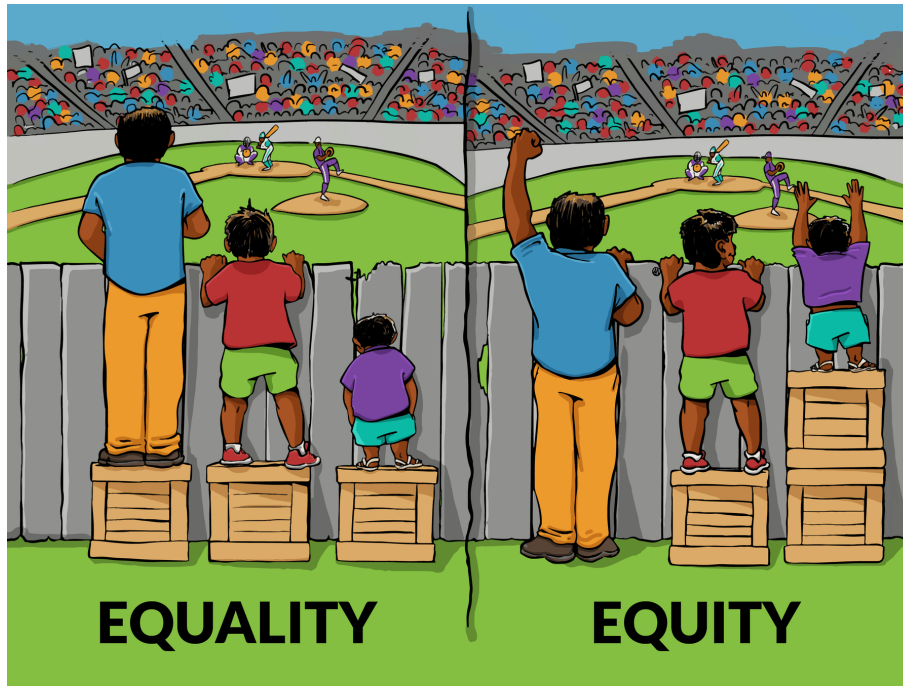
(Source: [Interaction Institute for Social Change](#) | Artist: [Angus Maguire](#))

What is fair about this image? (Invite student responses; the answer is that they all get to stand on the same size box. This is also the “equality” argument.)

So, it's fair that each person has the same size box to stand on, but what makes this still unfair? The shortest person still can't see the game even though he has a box to stand on like the other two people.

This is called inequity (the opposite of equity). The shortest person does not have what he needs to be successful at watching this game. So, what are some solutions that might make this not only fair for all three but also equitable? Invite student responses. The image below represents the idea of sharing more boxes. Other ideas might be to take down the fence and replace it with chain link that everyone can see. Another idea might be to give each person a ticket to the game so they can watch from the stands. Another idea might be putting the shortest boy on someone's shoulders.

After students supply ideas, project or display the following image:



(Source: [Interaction Institute for Social Change](#) | Artist: [Angus Maguire](#))

How is equity being displayed in this image now? (Invite student responses.)

When something is equitable, how is it also more inclusive? (Invite student responses.)



Reflect

5-7 minutes

When we feel like something is unfair or that someone is getting special treatment that we are not getting, we need to stop and think about whether or not what they are receiving is necessary for their success. If you are the tall person in this image, you don't need a box to successfully watch the game. But if you are the shortest person, you need not only one, but two boxes. This may feel unfair to the taller person who received no boxes or to the middle person who received only one box, but it actually is fair because the boxes weren't necessary in the first place for the tallest person and the middle only needs one box to be successful. Identifying whether something is fair or not often includes an examination of equity. Maybe what you perceive as unfair is actually quite fair; in fact, it's necessary to give everyone the same shot at experiencing, learning, or achieving something. So, as we learned in last week's lessons, before we get upset that something seems unfair, evaluate it from all perspectives and identify if what you think is unfair is actually making the situation more equitable and inclusive for others (or for yourself!).