

Inclusiveness Day 1 • Introduction

RAK Definition: Inclusiveness is including others, inviting them in, and welcoming them with open arms.

This lesson introduces the concept of Inclusiveness and gives students an opportunity to make a new connection with something they have likely heard about all of their lives.

Weekly Objectives

Students will:

- Understand how fairness, equality, equity, and in-group versus out-group thinking contribute to our capacity to be inclusive.
- Evaluate situations for inclusive thinking and propose more inclusive and just solutions.
- Evaluate their community through the lens of inclusiveness.

Resources / Materials

- IMAGE:** [Equality vs. Equity](#)
- SUPPLEMENTAL ARTICLE:** [Running Track Lane Distances](#)
- SUPPLEMENTAL ARTICLE:** [The Problem with that Equity vs. Equality Graphic You're Using](#)

Reflect / Assess

Deliverables:

- Daily Participation points
- Inclusiveness Journal Entry:** What is one small thing you can do today to make something within your control more fair, equal, or equitable? Try to do that one thing before class tomorrow.

Share

Discussion Starters:

- Review the RAK definition of Inclusiveness.



In the Inclusiveness lessons, we are going to learn how to be more inclusive by examining the concepts of fairness, equality, and equity. Let's start with fairness.

Discussion Starters:

- What does "fair" or "fairness" mean?
- Give an example of fairness that you have experienced or that you experience regularly (can be an example from school: e.g., every class starts at the same time).
- Give an example of something that is not fair, either that you've experienced or that you have witnessed.

Inspire

Move into equality and equity:



Show:

Show students the image found at this site representing equality vs. equity:

https://culturalorganizing.org/wp-content/uploads/2016/10/IISC_Equality_Equity.jpg

Ask:

- What is the difference between these two images?
- Based on the differences between these two images, what do you think the definition of equity is?
- How do the concepts of fairness, equality, and equity fit into our definition of inclusiveness?

Or: If you cannot show this image, have students imagine a track meet and the 400-meter dash (one lap around).

Ask:

- Where do the runners start in their lines? [*Staggered*]
- Why don't they all start on the same start line? Wouldn't that be equal? [*Because if everyone started at the same start line, the runners in the outer lanes will end up running farther than the runners in the inner lanes. *You could have students [calculate the difference in distance](#) between Lane 1 and Lane 7.] Having runners start at different places in their lane makes the race equitable for everyone.*

- Based on this image (where runners start at different places), what do you think the definition of equity is? (continued)

How do the concepts of fairness, equality, and equity fit into our definition of inclusiveness?

Empower

The Third Box: Some social justice groups feel [the equality vs. equity image \(of the kids at the baseball game\) doesn't go far enough](#) to address the true equity issue at hand. Yes, everyone gets the right number of boxes they need to see the game (equitable) but what if you simply took the fence down in the first place or made it a chain link fence so you didn't even need the boxes? For some, this is the difference between equity and *justice* - which is actually removing the barriers that make something unequal, unfair, and inequitable in the first place.



Do: Write or draw a three-box situation where you have an unfair, inequitable situation in Box 1; an equitable solution in Box 2; and a just or liberated solution in Box 3.

Unfair/Inequitable	Equitable	Justice

Have students bring their drawings or brainstorm to class the next day for sharing if you do not have time to share in class today.