Inclusiveness Day 4 • Community Connection

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

Today students will conduct their second community connection. Each Thursday of Weeks 2-7 they will brainstorm where in the community the kindness concept of the week is represented. This week they will investigate where in the community they most see elements of inclusiveness. Make sure to save these notes as they are VITAL for the Kindness Capstone Project that is completed during the second half of the semester.

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

- “How Inclusive is My Media” worksheet

Reflect / Assess

Deliverables:
- Daily Participation points
- Community Connection worksheet
- Inclusiveness Journal Entry:
  What practical things can you do at school to either be more inclusive personally or to help build a more inclusive, equitable environment for all?

Share

Discussion Starters:
- Ask students to share (if they are willing) their media review from Day 3.

Inspire

Review:
- Discuss all the practical ways that people can be more inclusive.
- Review the differences and similarities among fairness, equity, and equality.

What does an inclusive organization look like?
- Can anyone think of a large company (national or global) that is a good example of inclusiveness?
  - If time permits: Review Nike’s ‘Purpose’ webpage. What is Nike doing that makes them feel more inclusive?

Empower

Step 1: Mapping out kindness assets (Focus: Inclusiveness)

Hand out the Community Connection worksheet (same as last week) and have students spend the rest of class gathering data regarding where inclusiveness is a clear part of the local community. Use the same community boundaries/definition that you have identified for the past kindness concepts.

If students need more time, they should take their worksheet home with them and complete it for the next day. Encourage students to get out and walk through the community whenever possible to really get a feel for the inclusiveness that is present in different areas.
Community Connection Worksheet

<table>
<thead>
<tr>
<th>Instructions</th>
</tr>
</thead>
</table>
| Think about your community. This includes many things, such as:  
- Public parks and community spaces  
- Private businesses  
- Big box stores  
- Schools  
- Religious organizations/buildings  
- Government organizations/buildings  
- Medical facilities/personnel  
- People/Officials  
- Police, Fire, and Rescue  
- Restaurants  
- Non-profit organizations  
- Recreational facilities  

In the space to the right, identify what parts of your community best demonstrate inclusiveness and how. Find three groups, organizations, businesses, etc. that foster a sense of caring for self and for others. Be as specific as possible. |

<table>
<thead>
<tr>
<th>Complete Below</th>
</tr>
</thead>
</table>
| Organization 1  
Location  
How  |
| Organization 2  
Location  
How  |
| Organization 3  
Location  
How  |

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
</table>
| ❑ Your community’s Chamber of Commerce is a great resource for local business information.  
❑ Try Googling your town to see what comes up and then research individual businesses or organizations.  
❑ Many businesses have social media accounts; see what you can learn about their connection to inclusiveness there.  
❑ Visit these businesses and observe/ask questions. |