

# Inclusiveness and Fairness Toolbox

Oftentimes kids notice injustices, like someone being excluded or someone being treated unfairly, and they know they should do something but don't know how. This project is designed to give students some tools to be a helper, specifically simple words and actions, so they are ready to step in to help kids who are being left out or treated unfairly.

**Inclusiveness Sub-Concept(s)**

Fairness, Kindness

**Project Timeframe**

25-30 minutes

**Required Materials**

- ☐ Tool handout
- ☐ Colored paper to create one large or several smaller toolboxes
- ☐ Markers for writing on the tools



DESIGNATED BY CASSEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.

**Background:**

Students will work in small groups to think of phrases (like, "You can sit with me!") or actions (like, giving someone a high five or smiling at someone in the hallway) that help them be more inclusive, fair, and kind to their fellow students. They will write these phrases and actions down on tool cut-outs which will be pasted, taped, or tacked onto a big tool box bulletin board (or series of smaller toolboxes, depending on teacher's preference) as a daily reminder for what they can do if they see fellow students who need to be included or treated fairly.

**Project Details:**

To prepare for this project, remind students about the key concepts you learned about in this unit; what inclusiveness is and what it looks like (provide examples, like inviting people to join a game at recess or to sit with you at lunch) and what *excluding* looks like (like telling someone they cannot join in or sit by you). Being exclusive can also look like ignoring it when we see this exclusive behavior from someone else. If you did the lessons in this unit, you might:

- Remind them of how Emelio tried to exclude Brian from the class project but Justin reminded them that they could have 3 group members and invited Brian to join in. Justin saw an exclusive behavior and used a tool to help include Brian. (Lesson 2)
- You can also remind them of the equation: Care + Share = Fair (Lesson 3)

Explain to students that we are going to build a toolbox that has the words to say and actions to take to be inclusive and fair to others at school. Explain that sometimes we know we should do something to include others or to treat them fairly when we see them being left out or treated unfairly, but we aren't exactly sure what. This project will help remind us what to do and what to say when we are in these situations.

**Bulletin Board Options:**

**One large toolbox for all situations:** Allow students to create tools they can use for any situation; this means students will need to know which tools to use and when (an inclusive phrase for the playground versus an inclusive phrase to use at lunchtime).

**Several "situational" toolboxes:** Create one toolbox for the playground, one for the classroom, one for the lunchroom, etc., and add toolboxes as needed. This allows students to better categorize when certain phrases or actions

**RANDOM ACTS OF KINDNESS**  
FOUNDATION®

might be better suited for the situation (i.e., saying “You can join our team!” on the playground, or “I will be your reading buddy.” in the classroom, or “You can sit with us!” in the lunchroom).

**Instructions:**

Put students into small groups of three or five (keep the numbers odd to observe how they include everyone when there is naturally an “odd one out”). Or, let students select their groups and observe how they make sure everyone is included (see what they have learned). Depending on the bulletin board you create, students will either make tools for specific situations or for any situation.

Give each student a tool handout. Have students cut out their tool and brainstorm as a group what they could write on their tool as an action item or kind phrase to encourage fairness and inclusiveness.

The goal is to have a variety of phrases and actions, but it’s okay if the same phrases or action ideas are repeated. Seeing these more than once will help reinforce the concepts for kids.

When everyone is done with their tool, groups can present their tools and ideas and put their tool in the appropriate toolbox. Feature the toolbox(es) in a prominent place in the classroom where students will see and remember the phrases and actions.

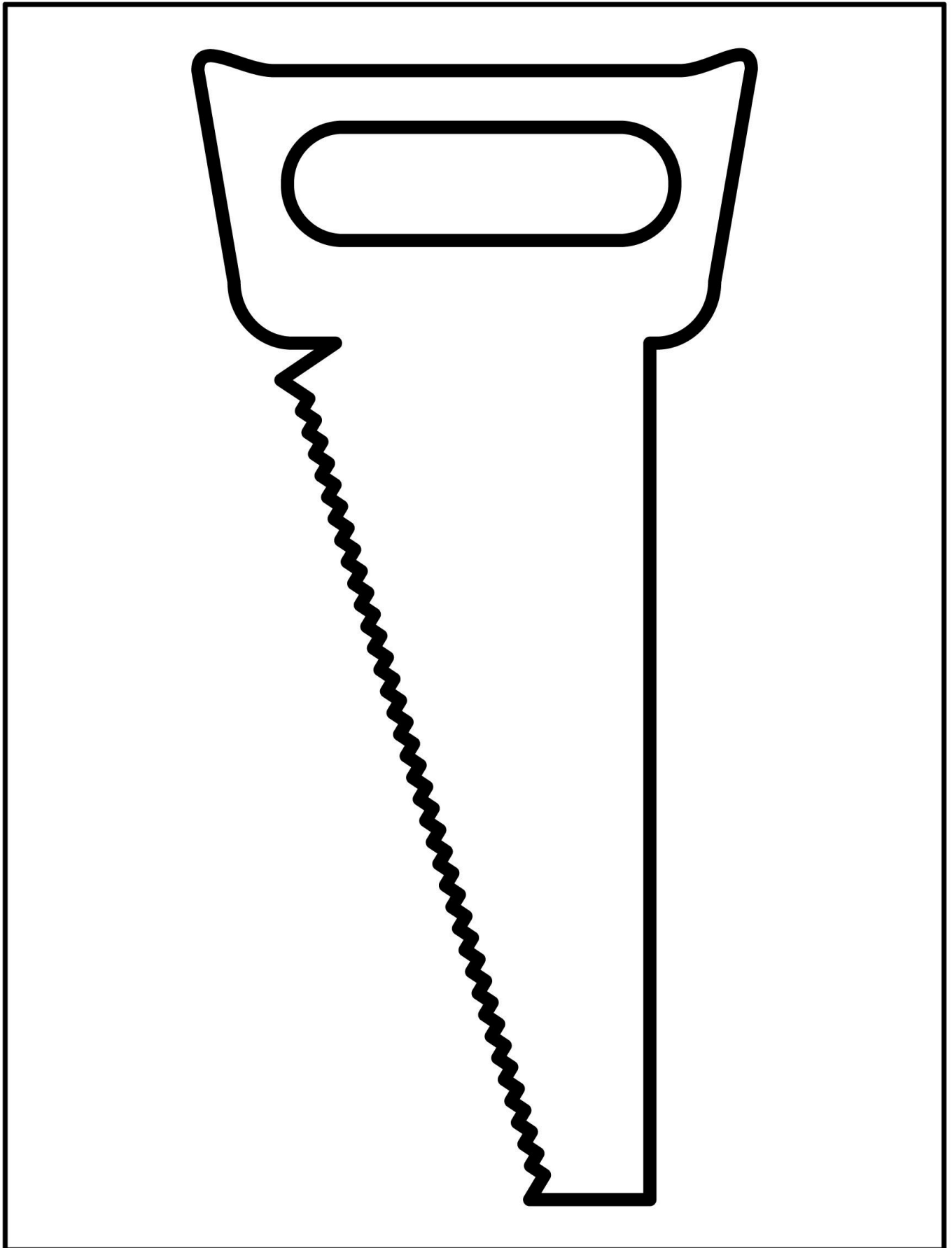


DESIGNATED BY CASEL  
AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL’s SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL’s criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL’s highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>



**RANDOM ACTS OF KINDNESS**  
FOUNDATION®

