



Lesson 3: Inclusion – Being a good friend

Learning Intentions:

- Understand the terms **exclusion** and **inclusion**.
- Discuss and describe key characteristics of being a good friend.
- Develop a sense of empathy for others being excluded
- Understand that everyone is a valued member of the classroom team.

Success Criteria:

- I can explain what it means to feel excluded.
- I know ways that I can be a good friend.
- I understand the importance of including everyone in our class.

Introduction

Opening Activity – Follow the leader. Send one child out of the room (the ‘guesser’) and pick another child to be the ‘leader’. The ‘leader’ then picks movements that the rest of the class has to copy. The ‘guesser’ is then called into the room and has to find who is the ‘leader’, they have 3 attempts. Repeat this activity a few times with different people taking on the roles.

Discuss with children how the guesser may have felt coming into the room (i.e. confused, left out etc). Introduce the idea that as a class everyone has to be included and we all have to be friends to each other.

Question 2 – pass around the ‘talking item’ and ask, ‘**What makes a good friend?**’ Record their responses on a whiteboard or page to create a ‘good friend’ list.

Discuss that as a class we are a *team* and have to work together and be kind.

Key Questions and Vocabulary

- Would you rather have lots of money or lots of friends?
- What makes a good friend?
- What can cause children to feel excluded?
- How do you think the child is feeling?
- How could someone be a good friend to them?

- Teamwork
- Friendship
- Kindness
- Inclusion
- Exclusion
- Contract





Main

Introduce the term *exclusion* as when someone is left out of the classroom team.

Question 3 – pass around the ‘talking item’ asking ‘**What can cause children to feel excluded?**’

As a whole class, model reading the scenario card and discuss:

- A) How the person may be feeling
- B) How someone could be a good friend to them

In small groups, give children scenario cards and ask them to discuss points A and B. Ask for whole class feedback and add any points to the ‘good friend’ list.

Plenary

Each child should print their fingerprint or handprint which can then be used for a **Friendship Tree** display. The tree should include points from the ‘good friend’ list.

Discuss with the children that the **Friendship Tree** is a contract to be a good friend to everyone in the class.

Reinforce the concept that everyone is part of the classroom team and that no one should be excluded.
Read ‘All Are Welcome Here’ by Alexandra Penfold.

Resources

Talking item

Whiteboard/Paper (to record responses)

Scenario Cards

Paint

Tree Display

All Are Welcome Here by Alexandra Penfold

