

# *Unified Elementary Inclusive Leadership Cards*



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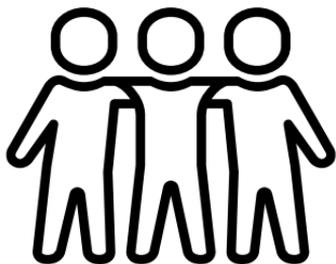
# *About These Cards*

## **What is inclusive youth leadership?**

Inclusive youth leadership provides students with and without intellectual disabilities meaningful roles as they work with adults to foster a socially inclusive environment. The goal of inclusive youth leadership is to ensure that all students have the opportunity to lead, contribute, and be heard within their school community.

## **Who are these cards for?**

These cards are for students with and without intellectual disabilities to help them build connections and promote inclusivity.



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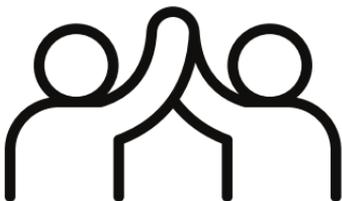
# ***About These Cards***

## **Why do we have these cards?**

These cards provide goal-oriented activities for students to participate in that center around creating a positive school environment while practicing inclusive leadership skills.

## **How do you use these cards?**

These cards are to be used by adults to facilitate activities that will support the connection between students with and without intellectual disabilities. These cards can be used in settings when students with and without ID are together (ex. Lunch, Recess, P.E., etc.).



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# *Empathy*

## **Activity: Feelings Weather Report**

### **Student Takeaways:**

- Identify and categorize emotions in a scenario
- Recognize the different emotions that can arise from the same scenario



# *Empathy*

## **Before the Activity**

### **Supplies Needed:**

- Weather cards
  - create a set of cards for each group with the following categories: Sunny (Happy), Rainy (Sad), Stormy (Angry), Cloudy (Worried), Rainbow (Excited), Foggy (Confused), and Snowy (Calm)

### **Teacher:**

- Create a list of scenarios related to the weather cards
  - Ex) “My friend gave me a hug today”
- Sort students in teams of 2-3, each group containing both students with and without IDD
- Give each group a set of weather cards

# *Empathy*

## **During the Activity**

### **Teacher:**

- Read out a scenario and give students time with their group to choose a weather card that relates to the scenario
- Ask each group to hold up the weather card they chose to represent the scenario
- Choose a student leader “meteorologist” to share with the class why their team chose their weather card

### **Student Teams:**

- Choose the weather card that your team thinks best relates to the scenario (There are no right answers!)
- Decide on a group member to be the Meteorologist and share your choice of weather card with the class

# *Empathy*

## After the Activity

### Discussion:

- Why might two people have different weather for the same scenario?
- What are kind words we can say to someone who is feeling “rainy” or “stormy”?
- How can we make others feel “sunny”?



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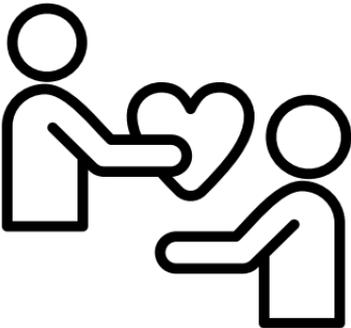
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# *Kindness*

## **Activity: Kindness Wall**

### **Student Takeaways:**

- Understand what kindness looks like to others
- Learn new ways to spread kindness



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# Kindness

## Before the activity

### Supplies Needed:

- Poster paper
- Markers

### Teacher:

- Choose two Student Leaders (One with and one without IDD) to co-lead the activity
- *Title the poster “What Kindness Looks like to Us”*

# *Kindness*

## **During the Activity**

### **Teacher:**

- Explain the directions for the activity
  - Student leaders will share what kindness looks like to them
  - Student leaders will call on volunteer classmates to share their thoughts on kindness
- Write down students ideas on the poster

### **Student Leaders:**

- Start by sharing what kindness looks like to them
- Ask the class: “What does kindness look like to you?”
- Call on volunteers who raise their hand

# Kindness

## After the Activity

### Discussion:

- What is one new thing you learned about kindness?
- How can you use the ideas we came up with to practice showing kindness to others?
- Why do you think kindness is important?

**Hang the poster up in the classroom or hallway for everyone to see!**



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# *Belonging*

## **Activity: Belonging Circle**

### **Student Takeaways:**

- Create connections with classmates who have similar interests
- Acknowledge and respect different interests



# *Belonging*

## **Before the activity**

### **Teacher:**

- Sort students into unified pairs, with each pair containing a student with and without IDD
  - Ask each pair to come up with an interest they have in common to share out to the class
- Have students sit in a circle with their unified pairs
- Choose a unified pair to share out first and lead the rest of the activity

# *Belonging*

## **During the Activity**

### **Teacher:**

- Ask the first pair of students to stand up and share an interest they have in common
- Ask the class to stand up if they share that same interest
  - Note: Unified pairs do not have to stand up together

### **Unified pair leaders:**

- Be the first pair to share out to the class an interest your pair has in common
- Throughout the remainder of the activity, ask the class to stand up if they share the same interest with the Unified pair that is sharing

# *Belonging*

## After the Activity

### Discussion:

- What is one new thing you learned about one of your classmates?
- How did you feel when you saw other classmates share the same interests as you?
- How can we be kind to people who like different things than we do?



# *Collaboration and Innovation*

## **Activity: Build Together**

### **Student Takeaways:**

- Practice sharing ideas and responsibility
- Work together towards a common goal
- Express creativity while problem-solving



# *Collaboration and Innovation*

## **Before the Activity**

### **Supplies Needed:**

- Building Materials
  - Ex) blocks, Play-Doh, Straws + Tape
- Paper
- Pencils

### **Teacher:**

- Sort students in teams of 2-3, each group containing both students with and without IDD
- Give each team building materials, paper, and a pencil

# *Collaboration and Innovation*

## **During the Activity**

### **Teacher:**

- Give teams 5 minutes to draw out a plan to build the tallest tower
- After planning, give teams 5 minutes to build their tower
- Team that builds the tallest self-standing tower wins

### **Student Teams:**

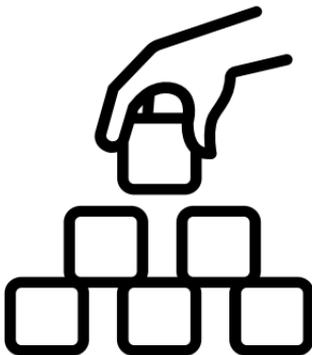
- Work together to draw out a plan to build the tallest tower
  - Let each team member add one idea to the building plan
- Work together to build the tallest tower in 5 minutes

# *Collaboration and Innovation*

## **After the Activity**

### **Discussion:**

- How did it feel to work as a team?
- What's one thing your teammate(s) did that made you feel included?
- How did your team come up with a plan together?



# *Openness*

## **Activity: Class Mural**

### **Student Takeaways:**

- Become open to different ideas and perspectives
- Learn how to put different perspectives together



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# Openness

## Before the Activity

### Supplies Needed:

- Printer paper
  - Enough copies for each student to have their own
- Art Supplies
  - Ex) Markers, Crayons, Colored pencils, etc.
- Tape or Stapler

### Teacher:

- Give each student a piece of paper and art supplies
- Brainstorm mural ideas with students

# *Openness*

## During the Activity

### Teacher and Students:

- Make a list of possible themes for the class mural
  - Ex) Ocean, Space, Forrest, etc.
- Take a class vote on the theme for the mural

### Students:

- Draw your interpretation of the mural theme on your piece of paper

# Openness

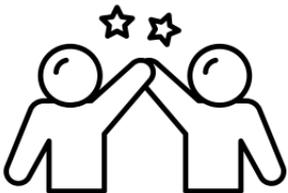
## After the Activity

### Teacher:

- Tape or staple together student's drawings to make one big mural!

### Discussion:

- What is something on the mural that is different from your own idea? How does it fit the theme?
- Did anyone add something you didn't expect?
- How did we show openness while making the mural?



# *Respect*

## **Activity: Respect Detectives**

### **Student Takeaways:**

- Learn the difference between respect and disrespect
- Practice being respectful to others



# Respect

## Before the Activity

### Supplies Needed:

- Respect signs
  - Create a “Respectful” and “Disrespectful” sign
  - Create enough copies for each group to have a set of respect signs

### Teacher:

- Create a list of scenarios that exemplify respect and disrespect
  - Ex) I interrupted my classmate while it was their turn to talk
  - Ex) I waited patiently in the lunch line
- Sort students in teams of 2-3, each group containing both students with and without IDD
- Give each pair/group a set of respect signs

# *Respect*

## **During the Activity**

### **Teacher:**

- Read out a respect scenario and give students time to discuss with their pair/team to decide if it is respectful or not
- Ask students to hold up the respect sign that best relates to the action scenario
- Choose a student “Lead Detective” from one of the pairs/teams to share why they think the action is respectful or not

### **Student Lead Detective:**

- Share why your pair/team thinks the scenario shows respect or disrespect

### **Bonus Activity Component:**

If students decide that an action is disrespectful, ask them how they can change the action to be respectful

# Respect

## After the Activity

### Discussion:

- How can we show respect to one another?
- What can you do if someone is not being respectful?
- What can we do as a class to make sure everyone feels respected?



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# *Accountability*

## Activity: Fixing Mistakes

### Student Takeaways:

- Understand the importance of owning up to mistakes
- Learn how to fix mistakes and practice being accountable



# *Accountability*

## **Before the Activity**

### **Supplies Needed:**

- Name It/Own It/Fix It chart for each group of students

### **Teacher:**

- Sort students in teams of 2-3, each group containing both students with and without IDD
- Give each team a Name It/Own It/Fix It chart to write on

# *Accountability*

## **During the Activity**

### **Teacher:**

- Share with the class the definition of “Accountability”
- Read out the mistake on the chart and give pairs/teams time to complete each box
  - Walk around and provide support when needed
- Ask student volunteers to share their responses to each box

### **Student teams/pairs:**

- Work together as a team to complete the “Name It, Own It, and Fix It” categories for each mistake scenario
- Choose one teammate to share out the team's response to the categories

# *Accountability*

## After the Activity

### Discussion:

- What does it mean to be accountable?
- Does telling the truth about mistakes help or hurt? Why?
- Who can we ask for help from when we make a mistake?
- How can we practice accountability in our classroom?



# *Active Listening*

## **Activity: Telephone**

### **Student Takeaways:**

- Practice actively listening to what others are saying
- Learn how to clearly communicate with others



# *Active Listening*

## **Before the Activity**

### **Teacher:**

- Create a list of phrases for students to pass along to one another
  - Examples incorporating inclusive leadership skills:
    - “Friends help friends feel welcome”
    - “In our classroom, everyone is important and everyone belongs”
- Choose two student leaders
  - Student Leader #1 at the start of the line to choose the phrase
  - Student Leader #2 at the end of the line to share the phrase with the entire class

# *Active Listening*

## **During the Activity**

### **Teacher:**

- Have students line up
  - Mix up the line to have students with and without IDD standing next to each other

### **Student Leaders:**

- Student Leader #1 picks a phrase and whispers it to the next student in line
- Next student in line whispers the phrase to the next student in line
  - repeat until the message is whispered to every student in line
- Student Leader #2 announces the final phrase they heard to the whole class

# *Active Listening*

## **After the Activity**

### **Discussion:**

- Was the final message the same as the original? Why do you think it was the same or different?
- What did you do to try and listen carefully?
- How can we make sure everyone's voice is heard in our class?



# *Bravery*

## **Activity: Bravery Bingo**

### **Student Takeaways:**

- Understand that bravery can be achieved through small actions
- Practice trying new things and stepping out of comfort zones



# *Bravery*

## **Before the Activity**

### **Supplies Needed:**

- Bravery Bingo sheet
  - Activity can be done as a whole class or individually

### **Teacher:**

- Discuss with the class what bravery can look like
  - Speaking up for others, telling the truth, trying new things
- Give each student a bravery bingo sheet (if doing individually) or display one bingo sheet for the whole class

# *Bravery*

## During the Activity

### **Students:**

- Complete different tasks on the bingo card throughout a week of school
- when you complete an activity, check in with your teacher to mark it off on your bingo sheet

### **Teacher:**

- Whole class activity
  - Check off squares that are completed throughout the week
  - Write the name(s) of the student(s) who complete the task in each square
- Individual activity
  - Have students keep track of their bingo card throughout the week
  - check in throughout the week to monitor progress

# Bravery

## After the Activity

### Discussion:

- Which square on the bingo card felt the bravest for you? Why?
- How does it feel to try something new, even if it's hard?
- How does being brave make our classroom a kind and safe place?



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