

# Celebration Toolkit for Inclusive Schools Week December 5-9, 2016



Inclusive Schools Week (ISW) is an international annual event celebrated on the first week in December. This year ISW will be held from December 5-9, 2016.

ISW highlights and celebrates the progress that has been made by our schools in providing a supportive and high quality education for all students, particularly students with disabilities.

Recognition of ISW also provides an important opportunity for educators, students and parents to engage in the discussion of strategies that can be implemented to ensure that our schools continue to become more inclusive and also improve their ability to successfully educate all children.

The theme for the 2016 ISW is “Champions of Inclusion.” Schools are encouraged to organize activities as outlined in this toolkit or in the 2016 Inclusive Schools Week Celebration Guide, which is available at:  
<http://www.inclusiveschools.org>

Help us celebrate Inclusive Schools Week by joining us for daily events to encourage a more inclusive school and community!

Share your photos on Instagram, Twitter and Facebook using the following hashtags:

**#MDCPSChampionsofInclusion**  
 **#(SCHOOLNAME)ChampionsofInclusion**  
**#ISW2016**





This Celebration Toolkit for Inclusive Schools Week was created to provide schools with daily resources and activities to celebrate Inclusive Schools Week.

## **INCLUSIVE SCHOOLS WEEK DAILY THEMES:**

**Monday, December 5<sup>th</sup>: “You’re Welcomed Here”**

**Tuesday, December 6<sup>th</sup>: “Shout Out Tuesday”**

**Wednesday, December 7<sup>th</sup>: “Radiating Respect”**

**Thursday, December 8<sup>th</sup>: “Putting People First”**

**Friday, December 9<sup>th</sup>: “Citizenship and Community”**

The information in this toolkit includes:

- Daily Morning Announcements
  - Sample Activities
  - Social Media Sign
  - People First Pledge

We look forward to seeing how your school will celebrate Inclusive Schools Week 2016. Please contact us if you would like to showcase how your school is a **“CHAMPION OF INCLUSION”**

**The SLD/Inclusion Team  
305-274-8889**



# CHAMPIONS OF INCLUSION



**POWERFUL Things Happen in INCLUSIVE SCHOOLS**

**Celebrate Inclusive Schools Week December 5-9, 2016**

DAY	VALUES MATTER CORRELATED TOPIC	DAILY ANNOUNCEMENT	ACTIVITY
MONDAY DECEMBER 5, 2016	RESPONSIBILITY	<p>This week is National Inclusive Schools Week. _____ School tries to make sure that every child in our school feels welcome and is learning, including children with disabilities. Every child deserves to be loved, accepted, and respected. We know that every student in our school want to belong. This week we will highlight how we can make everyone in our school feel special.</p>	<p>Have students reflect on a time that they didn't feel included in a group. Have them talk about how it made them feel. Have them write a journal entry about their experience and how their experiences relate to anyone who is perceived as different. How can we all take responsibility for making everyone feel included?</p>
TUESDAY DECEMBER 6, 2016	FAIRNESS	<p>Today is the 2<sup>nd</sup> day of National Inclusive Schools Week. _____ School knows that each of our classmates is unique, special, one-of-a-kind. We know that each one of you in our school learns differently. We want you to know how special you are, and we want you to help other students understand that they are special, too. Sometimes in our society we focus so much on the stars, the athletes, the performers that we forget to recognize that we all make a contribution to our society. Talk with your friends, classmates, and teachers today about how to make sure that all the students in our school feel welcomed.</p>	<p>Shout Outs: Write each student's name on a piece of paper. Have students randomly choose a piece of paper. On each piece of paper the student should list all of the positive characteristics they can think of about the classmate listed on the piece of paper. Try to have them focus on personality traits and behaviors, not physical attributes. When each child has completed their lists, they should put all of them into a box. During the school day, the teacher should select a paper to SHOUT OUT all of the positive comments about each child.</p>

WEDNESDAY DECEMBER 7, 2016	RESPECT	<p>Today is the 3<sup>rd</sup> day of National Inclusive Schools Week. Sometimes people make fun of people who are different from them. It's never okay to make fun of another student or person, especially if it's because of that person's race, culture, or disability. Each and every one of us deserves to be treated with respect, regardless of what we look like on the outside, how we speak, or what our grades are. Pay special attention today to how your classmates are talking about each other. Is someone being made fun of? What can you do to stop disrespect in our school? How can you help others in our school feel that they are respected? Tell someone what you like about them. Talk with your friends, classmates, and teachers today about what respect means to you, and how to make sure that no one feels left out or hurt because someone is making fun of them in our school.</p>	<p>Have students create a poster about INCLUSION. Make sure they include the word INCLUSION and give at least three reasons why mutual respect and inclusion is important.</p>
THURSDAY DECEMBER 8, 2016	KINDNESS	<p>Today is the 4<sup>th</sup> day of National Inclusive Schools Week. We sometimes make decisions about people based on a label or a stereotype. Labels are a convenient way of organizing information about people and events. But labels often become substitutes for thought and experience. Even when labels are accurate and neutral, they describe only one aspect of a person. When they are used as the only source of communication, they limit our understanding and cut us off from full communication. Labels about people are often misleading. They don't tell us very much about a person's thoughts, experiences, beliefs, abilities, or feelings. Stereotypes are beliefs about people based only on their labels. They lessen the chances of interaction among people, and diminish the potential for recognizing and accepting differences. They often lead to certain people being excluded. Talk with your friends, classmates, and teachers today about how labels can hurt our community; how you can avoid making judgments about people, including people with disabilities, based on labels or stereotypes; and what we can all do together to stop the hurtful use of labels and stereotypes.</p>	<p>People First Activity Book  The Power of Words Activity  People First Language Pledge  *see attachments</p>

<p>FRIDAY DECEMBER 9, 2016</p>	<p>CITIZENSHIP</p>	<p>Today is the LAST day of National Inclusive Schools Week. At _____ School, we believe that every student in our school can learn and achieve. Think about a time when you have felt especially included in the learning process in a particular class, and another time when you have felt especially excluded. What makes you feel included? What makes you feel excluded? What do you observe about other students, especially students who might be different from the “norm?” How are they included? How are they excluded? Talk with your friends, classmates, and teachers today about how important learning is to you and to all the students in your class, and what you can each do to make sure that every student in our school is learning and achieving.</p>	<p>Inclusion Chain: Cut strips of paper and pass one out to each student. Have them each draw or write positive words associated with feeling included. Staple the links together to form an “inclusion chain” to display in the classroom. Explain that INCLUSION means that we are all connected.</p>
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# Day 4

## The Power of Words

Adapted from **DISABILITY 101:**  
**Increasing Disability Awareness and Sensitivity**

**Purpose:** To illustrate how words can be used to build positive and negative images.

### Lesson Objectives:

Students will be able to:

- Perceive how labeling can affect attitudes and actions.
- Understand how people with disabilities may feel when faced with forced choices.
- Identify words that carry negative connotations for disability status.

### Materials:

- Day 4 Activity Questions sheet
- “The Power of Words” Handout

### Background (10 minutes):

1. Ask students to think of a time when someone hurt their feelings and why. (Was it something they said? Something they did? Something they didn't do?)
2. Have students take a minute or so to think or write about how name-calling makes people feel.
3. Have students discuss whether what you call someone affects how you treat them. (For example, do you treat someone you call sir or miss with more respect? If someone is labeled “special”, does it change how you treat them?)

### Activities (10 minutes):

1. Tell students you will be asking them a series of questions and they will have to sit or stand depending on the option they choose.
2. Explain that if they choose the first option they should sit down, if they choose the second option they should remain standing.
3. Ask students the sequence of questions from the Activity Questions sheet, having them sit or stand according to their choice, allowing them 5 seconds to choose.  
*<The intent is to have students make quick decisions and not allow time for contemplation>*
4. After the activity, explain to students people with disabilities are often forced to make choices where no option is desirable. Many times they have to deal with others who want to make their decisions for them.

### Reflection (10 minutes):

Explain to students that the words we use can bring up positive or negative images. The choices they made during the activity were based on their personal image of what those words meant. Have students engage in discussion about the activity.

Sample questions to ask:

1. How did it make you feel to have forced choices?
2. Were some choices hard to make?
3. How did it make you feel to know everyone else knew which option you chose?
4. Did the choices of being called this or that (like geek or dork, smart or strong, crippled or disabled) bring certain images to mind?

Distribute “The Power of Words” Handout. **Be sure to cover the statement at the bottom of the page.**

# The Power of Words

## Activity Questions

### **Purpose of Activity:**

The questions are designed to start off innocuously to get students engaged in the activity, familiarized with the stand and sit options, and make students feel comfortable with making quick decisions. Each question is intended to demonstrate the impact of having forced choices and have students think about how words can bring up different images (both positive and negative).

### **Would you rather...:**

1. Have bad breath or stinky feet?
2. Have a huge booger hanging from your nose that you can't get rid of or have a medical condition that makes you fart every five minutes?
3. Have a tiny butt on your forehead or little feet that dangle from your chin?
4. Be smart or strong?
5. Be called unique or determined?
6. Be good looking with no friends or unattractive with many friends?
7. Be called geek or dork?
8. Never be able to get your driver's license or never go out without a chaperone?
9. Believe in yourself or have someone believe in you?
10. Make your own decisions or have your parents choose everything for you?
11. Win no medals in the Olympics or win 5 gold medals in the Special Olympics?
12. Be called stupid for the rest of your life or use a wheelchair?
13. Be blind or deaf?
14. Cut off both your legs or not be able to read and write?
15. Be called lazy or weak?
16. Be called crippled or disabled?
17. Be called retard or mental?



# The Power of Words

Positive Words	Negative Words
Winner	Loser
Love	Hate
Pride	Shame
Fair	Unfair
Strength	Weakness
Enable	Disable
Allow	Restrict
Able	Unable
Unique	Handicapped
Choice	Forced
Possible	Impossible
Include	Exclude
Capable	Crippled
Potential	Confined
Support	Condemn
Talent	Deficit
Assist	Impair
Determined	Lazy
Empower	Control
Enduring	Suffering
Engage	Disengage
Accept	Reject
Befriend	Ignore
Embrace	Avoid
Care	Bother
Help	Dependent

**Words can make you feel a certain way. The words you use can affect how other people feel and how you act towards them. The positive words on this Worksheet can help you treat others in a more respectful way. YOU HAVE THE POWER TO CHOOSE HOW YOU USE WORDS.**

## Sample Activity Directions

### Unwrapping My Gifts

#### *Directions*

Give students a chance to sum up their best traits while reviewing adjectives with this bulletin board decoration. Instruct each child to fill out the gift pattern, decorate it, and cut it out. Then invite each child to share the adjectives with the class. Display the completed gifts on a bulletin board.

Display idea: Hang the gifts on a bulletin board or wall!



### MANY HANDS: ONE COMMUNITY

#### *Directions*

Have each member of the school community fill out a hand (free download) with a written commitment or action of how they will practice inclusion in the community. Cut the hands out and display them in a prominent location of the school or classroom.



# MIRACULOUS ME

## Directions

Distribute the “Miraculous Me” thinksheet (free download) to the staff or students. Have them quickly record their first thoughts about each of the items. Then, they can go back and explain their choices in the “Why?” section. Have a share session about some of their choices and display the completed sheets on a bulletin board or door so everyone can get to know their community members better.



MIRACULOUS ME... \_\_\_\_\_

What kind of ANIMAL best describes you?  
ANIMAL: \_\_\_\_\_  
WHY?  
• \_\_\_\_\_  
• \_\_\_\_\_

What kind of MUSICAL INSTRUMENT best describes you?  
MUSICAL INSTRUMENT: \_\_\_\_\_  
WHY?  
• \_\_\_\_\_  
• \_\_\_\_\_

What kind of FOOD best describes you?  
FOOD: \_\_\_\_\_  
WHY?  
• \_\_\_\_\_  
• \_\_\_\_\_

List 5 words that describe you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Inclusive Schools Week | [www.inclusiveschools.org](http://www.inclusiveschools.org)

## GIFT PATTERN

Give students a chance to sum up their best traits while reviewing adjectives with this bulletin board decoration. Instruct each child to complete a copy of the gift pattern, decorate it, and cut it out. Then invite each child to share the adjectives with the class. Post students' completed gifts on a bulletin board.



### Unwrapping MY Gifts!

My best characteristic is...

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Five adjectives that best describe me are...

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Name \_\_\_\_\_

## MANY HANDS: ONE COMMUNITY

Write one word on the small hand stating how you plan to practice inclusion in your school community. Cut the hand out and display with other hands from your community.





# MIRACULOUS ME... \_\_\_\_\_



List 5 words that describe you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What kind of ANIMAL best describes you?

ANIMAL: \_\_\_\_\_

WHY?

- \_\_\_\_\_
- \_\_\_\_\_



What kind of MUSICAL INSTRUMENT best describes you?

MUSICAL INSTRUMENT: \_\_\_\_\_

WHY?

- \_\_\_\_\_
- \_\_\_\_\_

What kind of FOOD best describes you?

FOOD: \_\_\_\_\_

WHY?

- \_\_\_\_\_
- \_\_\_\_\_

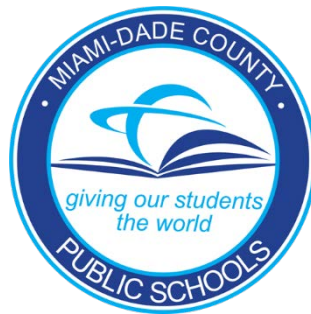
# PEOPLE FIRST LANGUAGE PLEDGE

I pledge to make changes in how I think and talk, and will use *PEOPLE FIRST LANGUAGE* to put the person first, not the disability.

I also pledge NOT to use disability labels or terms to make insults because I understand that WORDS MATTER!

Using *PEOPLE FIRST LANGUAGE* is about having respect and following the Golden Rule so I pledge to always treat others the same as I want to be treated.

I make this pledge on \_\_\_\_\_ 20\_\_\_\_, Signed \_\_\_\_\_



#MDCPSChampionsofInclusion

## What *Inclusion Means* Sign

### *Directions*

1. Print out sign and laminate. Cardstock works best
2. Once laminated, have schools stakeholders (students, teachers, administrations, parents, etc.) can use a dry erase marker to write one word that summarizes what Inclusion means to them.
3. Take a picture with the sign.
4. Post the pictures on Social Media (Twitter, Instagram, Facebook) or use the School's social media application to showcase the school and their students for Inclusive School week (December 5-9, 2016).
5. Use hashtags **#MDCPSChampionsofInclusion**  
 **#(SCHOOLNAME)ChampionsofInclusion #ISW2016**

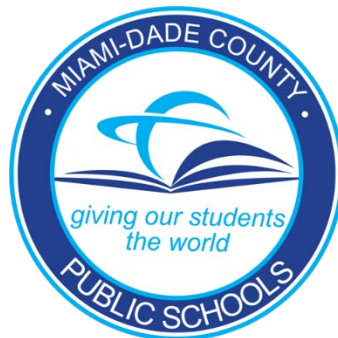


# iNCLUSION MEANS...

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#MDCPSChampionsofInclusion

#ISW2016



# Additional Resources

Click on the following links to access additional resources and information.

[Books about Inclusion and Acceptance](#)

[People First Language Article: Elementary](#)

[People First Language Article: Secondary](#)

[People First Activity Booklet](#)