

Materials Needed:

- Paper cut outs
- Scissors
- Tape/glue
- Crayons
- Markers
- Make labels for walls

Rough Outline of a Timeline:

Introduction: 5 minutes

Part One: 10 minutes

Part Two: 10 minutes

Debrief: 5 minutes

Part one

Start with a quick classroom discussion as a reminder about what it means to be included and how it makes people feel.

- What are the first things that come to mind when you guys think about including people?

Next, explain to the class that they are going to make an individual decision about how good they think the class is –as a whole group – at making people feel included. You are going to ask them a question and there are four possible answers to this question. Each wall will be an answer. (If you are outside, use north, south, east and west.) Their task is to choose–honestly -which answer they most agree with and go to the wall where that answer is.

- We want to hear how good you think your class is at making everyone feel included? If you think your class is Good all of the time we're going to have you go to this wall, good most of the time go to this wall, good some of the time, not good at all

Tell the class the four answers and which wall they match with -or you can make labels for each wall if you are inside and that makes it clearer.

The answers are:

1. No good at all
2. Good some of the time
3. Good most of the time
4. Good all of the time

Once the class are clear about the answers, you can ask them the question:

As a class, how good are we at making people feel included?

Part two

Put the class into groups of three.

Give each group the image of the burger (see page 4). Explain that this is a burger feedback bun (meat or vegetarian –up to you!).

This is a useful way of giving feedback as it sandwiches an area for improvement in-between two positives.

Their group task is to:

1. Discuss what they think the class is doing pretty well to help people feel included.
2. Decide on the two things they think the class is best at: write one in the top part of the bun and the other in the bottom part of the bun. (1st and 2nd grade draw what feeling part of a group looks like at school)
3. Discuss ways they think the class could get better at making sure people feel included.
4. Decide on the thing the class can improve on: write in the middle of the burger. (1st and 2nd group draw what not feeling like a part of a group looks like at school).
5. Allot extra time to draw.

Give the instructions one at a time and some time to complete each one before you move on. The class discussion from Part 1 should have given them some examples and started their thinking, but do model some answers before each instruction if you think your class need it.

Part two (continued)

Stick the complete burger buns (see page 4) on the wall and summarize them for the class.

Summarize in the style of the bun, so:

Some of the things we are good at are... Things we want to get better at are... Some of the ways we can do this are... Some other things we are good at are...

Display the burgers and use them as reminders over the next few months about what the class is good at, plus what they want to get better at and how they could do this.

You can also incorporate opportunities for them to practice these areas for improvement into your planning.

Hamburger feedback bun

