

# We See!

In the first lesson, we defined and talked generally about what inclusiveness means and about how knowing our classmates helps us be more inclusive. In this lesson we will give students an opportunity to think about what it feels like to be included and what it feels like to be excluded, which is a concept previewed in the first lesson. The lesson reviews the term empathy and incorporates an interactive read-aloud that allows students to analyze a text and prepares them to brainstorm solutions to common problems they may encounter with regard to being excluded.

## Inclusiveness Sub-Concept(s)

Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- ☐ *The Invisible Boy* by Tracy Ludwig  
<https://www.youtube.com/watch?v=qkAJ62ia63Q>

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



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

## Lesson Objective

Students will:

- Understand the difference between include and exclude.
- Engage with a text in a dynamic way that checks for comprehension.
- Evaluate the connection between kindness and inclusiveness.

## Teacher Connection/Self-Care

The skill of working together on a team is one that is utilized throughout our adult lives. Your teaching partner, your grade specific teaching group, your school, and even your district are all run by structured teams that must find common ground to accomplish a shared goal. However, your assigned team doesn't necessarily correlate with your desired team. The skills you use in your classroom every day can and should be applied to the various teams, committees and boards you sit on both at school and beyond. Don't expect to be perfect. We all have our faults. It is easier to look outwards than to personally reflect. Before you start complaining or struggling with your group, ask yourself these three questions- How can I help? How might I be a problem for others? How can I help things go right? We all have strengths and weaknesses. Being open about them can help you in any team situation. Be upfront about both what you can offer and where you may struggle!

### Tips for Diverse Learners

- When discussing inclusive versus exclusive, consider drawing it visually on the board at the same time for those students who need a visual cue: For inclusive, draw a big circle and put the word "inclusive" IN the circle. For "exclusive," write the word and make the "X" large and sweeping as if to "X" it out.



## Share

7-10 minutes

*In the Caring Unit, we talked about the idea of empathy. Can someone tell us what empathy means?*

Invite student responses. They may need help or cues; remind them of the Path to Compassion game.

*Yes, empathy means that we can understand what another person is feeling or going through because we have had a similar experience. This means we can identify with someone else's emotions, such as joy, sadness, anger, disappointment, or fear.*

*How many of you have ever been left out of something, like a game, a party, or a team you tried out for? How did that make you feel?*

Invite student responses.

*How many of you have ever watched someone else be left out of something? Did you feel that same sense of disappointment?*

Invite student responses.

*Good! This is what empathy is. In those situations, you were feeling the same type of disappointment that the person being left out was feeling.*

*In this unit, we are going to talk about what it means to be inclusive. Remember what inclusive means?*

Invite student responses.

*Yes, and we are also going to talk about the opposite of inclusive. The opposite of inclusive is exclusive.*

*When we see people being left out, or excluded, and we feel empathy for them - we feel that disappointment - we should be driven to action! Inclusiveness is an action word! It is something that we do!*



## Inspire

12-15 minutes

We are going to read (or listen to) a story about a boy who was regularly excluded, or left out, by his classmates. It's called *The Invisible Boy*. We are going to do an interactive read-aloud of this story which means we are going to pause throughout the story so we can talk about the things that make the main character, Brian, feel invisible, as well as talk about how his new friend Justin includes him.

To start, what does invisible mean?

Invite student responses.

What do you think it means for a person to feel invisible? Do you think people really couldn't see him? Let's find out!

Read or listen to *The Invisible Boy* by Tracy Ludwig (5 min) - <https://www.youtube.com/watch?v=okAJ62ia63Q>

The read aloud link provided is a good quality recording and the narrator has a pleasant reading voice; however, she skips some of the hand-written dialogue among the characters during the scene where Justin is eating his Bulgogi lunch. You will want to pause the video and read this to the class if you are watching this video with your students so they fully understand what is happening.

*Interactive Read-Aloud Questions:*

At approximately page 10 or 1:45 on the video stop and ask:

*What things happen to Brian at school that make him feel invisible?*

(The teacher is busy with other kids, no one picks him to play on a team at recess, he isn't invited to the birthday party, and everyone is laughing and having fun but him.)

*How do you think Brian feels when he is invisible to other people?*

(He might feel sad, disappointed, angry, and/or lonely.)

Continue reading until approximately page 20 or 3:30 on the video and stop and ask:

*How were the kids in the class being unkind to the new student, Justin?*

(They laughed at the lunch that he brought.)

*How did Brian show kindness to Justin?*

(He wrote Justin a note that said he thought the lunch that he brought looked good.)

*How did Justin respond when he found the note from Brian?*

(He thanked Brian and complimented him on the drawing he was doing at recess time.)

*Note how Brian's kind act inspired Justin to do something kind in return!*

Read the next two pages or until approximately 4:06

*Look at Brian on this page. What do you see?*

(Brian has been in black and white in the pictures; on this page, Justin is including him in their project and has a hand on Brian's shoulder. Some of Brian's color is starting to come back. He looks less invisible!)

*What do you think this means Brian is feeling?*

(He is starting to feel good because he is being included.)

Read until page 25-26 or 4:35.

*What does it look like Brian, Justin, and Emilio are doing on these pages?*

(They are working on their project and giving a presentation. They are working as a team and they are happy. Brian is in full color.)

Read until the end of the story

*In the end, why did Brian feel "not so invisible after all"?*

(He was finally being included. He had someone to sit with at lunch. Justin was being a kind friend and others were starting to be kind, too.)

*How does Justin's kind act inspire others to act kindly toward Brian?*

Emilio sits with Brian at lunch and worked on a project with Brian. Maybe other kids will start including Brian at recess and at parties, too.



## Empower

15-20 minutes

*We read a really powerful story about a boy who felt invisible. Have there ever been times when you've felt invisible? No one wants to feel invisible. Everyone wants to be included. Let's take some time now to brainstorm some ideas to help us solve the problem of invisibility in our class!*

### **Problem #1:**

*You are going to play a game with your friends that requires four people, but there are SIX people who want to play.*

*What is the problem?*

(We have more players than spots.)

*What are some solutions?*

(People can rotate in and out. Find two more people to play and have two games going. Think of a new game that everyone can play.)

### **Problem #2:**

*You notice that someone often sits alone at lunch time.*

*What is the problem?*

(That person might feel lonely. That person might feel excluded. That person might want to sit with someone but doesn't know how to ask to join a table.)

*What are some solutions?*

(Ask the person if you can sit with them. Ask the person to join your table.)

*What happens if that person would prefer to sit alone?*

(Note that sometimes people need some personal space or prefer to do certain things, like eat lunch, by themselves. This is okay! Inviting them to be included or offering to join them is a kind act, though, that can make them feel included, even if they decide to eat by themselves.)

**Problem #3:**

*You overhear a group of kids talking about a birthday party they are all going to that weekend. You have not been invited to the party.*

*What is the problem?*

(You might feel excluded because you are also friends with this group and would like to go to the party. There might not be a problem if you do not like to go to parties or have other plans for that weekend.)

*What are some solutions?*

Well, you probably should not invite yourself to someone's party, but if you were feeling like you wanted some special time with friends, you could ask your parent or guardian if you could invite some friends over.

You could wish the friend having a party a "Happy birthday!" and mean it! Even if you are a little disappointed that you are not going to a party, you can still choose a kind and caring act by wishing this person a happy day. It will help you feel less disappointed if you do something kind for someone else!

Remember that sometimes you don't make the invite list simply because the parents or guardians of the person having the party has limited the guest list to just one or two friends; the birthday girl or boy may have wanted to invite you (and many others) but their parents chose just a few friends or they had to invite certain family members.



## Reflect

5 minutes

*Whenever you notice someone being left out or excluded, stop and brainstorm ways to change the situation so that the person is included. Doing this takes action. Remember, inclusiveness is an action word! It requires that someone does something to make sure people feel included. Spend some time today looking for ways to be an includer, and if you need help thinking of ways to do this or if you aren't sure if someone is feeling excluded or not, you can ask an adult for help or you can ask the person you are wondering about how they are feeling. If they are feeling invisible, help them to know that you see them by including them!*



## Extension Ideas

- Make a list or draw pictures of ways we might be on the lookout for ways to be an includer in different settings: at home, at school, on the bus, on the playground, at the store, on teams, at a community event, etc.



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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/>