

Promoting Inclusion

A Brainstorming Activity

Objectives:

The students will:

- learn and practice a brainstorming process.
- name specific ways individuals can demonstrate the value of inclusion.
- describe significant contributions to inclusion and state who made them.

Materials:

whiteboard or chart paper; stopwatch or watch with secondhand

Directions:

Begin with a discussion about the concept of *inclusion*. Point out that a state of full inclusion is the opposite of a situation in which individuals or groups of people are excluded from full participation in society — whether the exclusion takes place in housing, work, education, health care, leisure, government, or any other area. Ask the students if they value inclusion. Most will say yes. Then write this assignment on the board:

- Name all the ways you can think of for us to communicate to others our value of inclusion.
- Name as many people as you can think of who have contributed to inclusion in some way and describe how they did it. They can be people you know, public figures, or historical figures.

Announce that the class as a whole is going to brainstorm these two lists. Get agreement on the following rules for brainstorming:

1. Think of as many possible ideas as you can in the allotted time.
2. Use your imagination and be creative.

3. Do not question, criticize, or evaluate anyone's ideas during the brainstorming process.
4. After the brainstorming period is closed, go back and evaluate/discuss the ideas.
5. Agree on a final list.

Announce that the students will have 3 minutes to brainstorm each list. Appoint a timekeeper and begin brainstorming the first list. Record all ideas on the board. At the end of 3 minutes, brainstorm the second list. When time is up, go back and discuss the items on the first list, achieving consensus on a final list. Do the same with the second list. Suggest that the students judge the items on the first list based on whether or not they are doable, and on whether or not they will achieve the goal (communicating the value of inclusion). Evaluate each name on the second list based on the suggested person's deeds and the impact of those deeds.

Display the final lists on a bulletin board. Complete the activity with a class discussion.

Discussion Questions:

1. Why is it important to know how to communicate the things we value to others?
2. If we don't communicate the values we have, how will others know what we value?
3. Why is inclusion an important value to communicate to others?
4. When you promote inclusion as an individual, how are you contributing to inclusion in the school? ...the community? ...the world?