



Champions for Inclusion

INTRODUCTION

In this lesson, students will compare inclusive and prejudicial behaviors. Additionally, students will identify how they can be positive toward their peers and utilize inclusive behaviors.

Standards

STANDARD 8 COLLECTIVE BEHAVIOR AND SOCIAL CHANGE

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

STANDARD 9 SOCIAL PROBLEMS

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

STANDARD 10 INDIVIDUAL AND COMMUNITY

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

Themes

- Inclusive behavior
- Social change agents
- Community influence

GRADES: 6 – 8

OBJECTIVES

During this lesson, students will:

- Contrast prejudicial and inclusive behaviors.
- Identify leadership behaviors.
- Understand the influential qualities of leadership.

ESSENTIAL QUESTIONING

Students should be able to answer these questions by the end of this lesson:

- Who are some leaders in your community? This can be a virtual/online community or the community in which you live and learn.
- What are some qualities and beliefs of the leaders in your community?
- How do you want to be seen as a classmate, teammate, and friend?

MATERIALS

- Video clip from *The Best We've Got: The Carl Erskine Story* (provided below)
- One "Champions for Inclusion Worksheet" per student (provided below)
- One "Call to Action! Worksheet" per student (provided below)

LESSON

1. Briefly introduce and discuss Carl Erskine, Jimmy Erskine, and Jackie Robinson. This should include their career, the time they lived in, and the social prejudices of their time. Explain the barriers and the parallels of the experiences faced by both athletes, Jimmy and Jackie.
2. Play the video clip from *The Best We've Got*. There are additional short videos recommended in the Additional Resources section that include Jackie Robinson discussing racial barriers and Carl Erskine describing the relationship between he and Jackie on the team, which may be shown for review or reinforcement.
3. Ask students to consider what beliefs and behaviors have contributed to the struggles the athletes faced. This question can serve as a bridge to the recommended Essential Questions in this lesson plan.

ASSIGNMENT

Students will complete the compare/contrast table on the Champions for Inclusion Worksheet identifying inclusive and prejudicial behaviors.

Then students will evaluate their concept of leadership and create three ways they can become positive and inclusive leaders/influencers by using the Call to Action! Worksheet.

GRADING

Assignment rubric worth 20 points total.

VIDEO CLIP

Inclusion and Loyalty from *The Best We've Got: The Carl Erskine Story*

<https://vimeo.com/662028661/e1b9a3008d>



ASSIGNMENT RUBRIC

Criterion	Meets All Criteria	Satisfactory	Minor Issues	Major Issues	Unacceptable or Missing
Table Content and Focus	10 Both columns are completed with at least four clearly detailed actions. Expresses opinions concisely and clearly makes connections to topics. Insightful, clear, original presentation of information.	8 Both columns contain clear opinions, usually related to the topic. Clear, concise. Responses may lack originality.	6 Two columns offer less than four actions and responses may not be supported by lesson content. Reflection is evident but lacks depth and meaning.	4 Columns contain unclear focus or connection to topic.	0 Does not respond to assignment; off topic.
Call to Action Content	10 At least three ideas written. Expresses opinions concisely and clearly makes connections to topics. Insightful, clear, original presentation of information.	8 At least three ideas written. Each idea is clearly stated, usually related to the topic. Clear, concise. Responses may lack originality.	6 Two ideas written. Responses may not be supported by lesson content. Reflection is evident but lacks depth and meaning.	4 Ideas written contain unclear focus or connection to topic.	0 Does not respond to assignment; off topic.

CHAMPIONS FOR INCLUSION WORKSHEET

Read the excerpt below. After reading, record some ways in the left column you can be a positive peer and impact the actions of others to be more inclusive. In the right column, identify behaviors that you may have witnessed that could have negatively impacted another person by making them feel left out. Each column should include at least 2 – 3 actions.

Excerpt from *The Parallel*: “I know we can also be good peers and make a positive impact on those around us. That’s how to break down old prejudices and outdated traditions and eliminate fears about those who seem different – accepting others, as Dr. Martin Luther King, Jr. dreamed, not by the color of their skin but by the content of their character.”

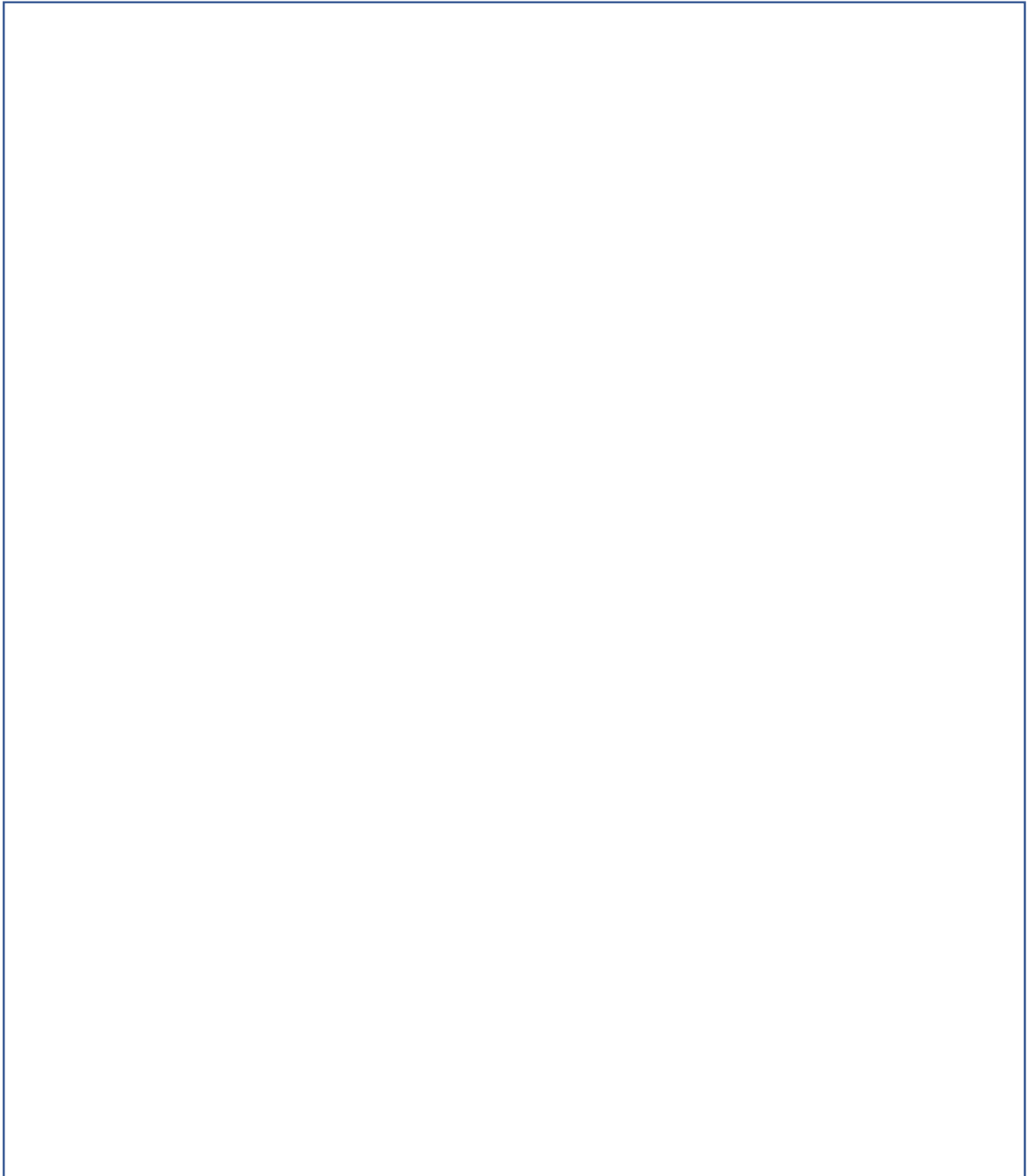
Inclusive Behaviors Table

What actions have I witnessed from others or myself that have made me or someone else feel a sense of acceptance and/or belonging?	What actions have I noticed from others or myself that could make someone feel unwelcome, incapable, or unworthy?

CALL TO ACTION! WORKSHEET

Now that you have compared the behaviors that could make someone feel part of a group with some behaviors that may reveal prejudice and exclusivity, brainstorm three ideas that could empower you to be a positive, inclusive influence amongst your friends, family, and community.

Record your ideas in the space provided:



SUPPLEMENTAL MATERIALS

Watch the following video to learn about the relationship between Carl Erskine and Jackie Robinson:

- Brooklyn Dodgers Pitcher, Carl Erskine, on his teammate and friend, Jackie Robinson (2:55) <https://tinyurl.com/zmyas8tr>

Watch the following video and listen to Jackie Robinson speeches on race in America

- Jackie Robinson: In His Own Words (2:46) <https://youtu.be/rywOaE7HjmE>

DIFFERENTIATION IDEAS

- Consider including different opportunities for representation in the assignment. For example, request all students provide an oral essay, a graphic representation, or a photo essay.
- An additional component may include providing an opportunity for the students to brainstorm and implement a class project to use in their school.
- Allow the students to prepare a debate to mirror the results included in their Inclusive Behaviors Table.

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