

Learning to Include Everyone

Lesson Objective:

Students will understand the importance of inclusivity and how to make others feel welcome.
Students will learn strategies for including new people in their group.
Students will reflect on their feelings about including others and how inclusivity strengthens relationships.

Materials Needed:



- Copy of Chapter 28, *Learning To Include Everyone*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Inclusion Cards
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on inclusion.

Greeting and Circle Time Teacher Script

Warm Welcome and Opening Discussion:

- "Today, we're going to talk about something very important—inclusivity. Do you know what it means to include someone? It means making sure no one feels left out and that everyone feels welcome. When we include others, we help build stronger friendships and communities."

Discussion Starter

- "Can you think of a time when you felt left out? How did it feel?
Why is it important to include others, especially when they're new or different from us?
What can we do to make sure no one feels left out?"

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 28 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

Prepare the Students for the Story:

- "Now we're going to read a chapter from Ollie's Superpower Squad where Ollie and his friends learn about including someone new in their group. As we read, think about how they feel about including a new person and how they decide to handle it."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - Why does Bennie bring up the idea of including Maya in their group?
 - How does Harriet feel about adding a new person to the group?
 - What concerns does Buzz have about including Maya?
 - How does Sammy suggest they make Maya feel welcome?
 - What strengths do the friends each bring to the group?
 - Why does Ollie think it's important to include Maya?
 - How does Betty's problem-solving help the group understand why inclusivity matters?
 - What does Bennie say about how it feels to be left out?
 - What strengths do the friends plan to use to make Maya feel included?
 - How do the friends reflect on the importance of including others?

Chapter 28: *Learning to Include Everyone*

It was the final week of fourth grade, and the excitement of summer was just around the corner. Ollie, Harriet, Bennie, Sammy, Buzz, and Betty had spent the year learning about themselves and each other, and now, they felt closer than ever. As they sat under their favorite tree during lunch, the conversation turned to what next year would be like.

“Can you believe we’ll be in fifth grade soon?” Ollie said, looking around at his friends. “We’ve learned so much this year.”

“I’m excited for next year,” Harriet said with a grin. “We’ll be the older kids now. And our group has been so great. It’ll be awesome to keep things going!”

Buzz nodded. “Yeah, we’ve done so much together this year, and we’ve gotten really close.”

But then Bennie spoke up. “Actually, I was thinking about something. Sammy and I heard that there’s a new student coming to our school next year. Her name’s Maya. She’s moving from another city, and we thought she might want to join our group.”

Sammy, always in tune with people’s feelings, added, “Yeah, I think she’ll be a little nervous, being new and all. I was hoping we could include her, so she doesn’t feel left out.”
There was a pause as the group thought about this. They had become so close over the year that the idea of adding someone new felt a little uncertain.

“I don’t know,” Harriet said slowly. “We’ve built this group, and it’s special. What if adding someone new changes things?”

Buzz looked thoughtful. “Yeah, it’s not like we don’t want her to join, but what if it’s different with someone else? We’ve all gotten used to how things are.”

Ollie, always the planner, nodded. “I see what you mean. We’ve worked hard to build trust and understand each other’s strengths. It’s hard to think about adding someone new to that.”

Betty, the problem-solver, spoke up. “But we’ve also learned that being kind and thoughtful is important. And if someone is new and doesn’t know anyone, it’s not fair to leave them out.”

Bennie, calm as always, added, “And remember, we’ve all felt what it’s like to be left out at some point. If we don’t include Maya, she might feel lonely. We should at least give her a chance.”

Learning About Inclusivity

The group realized they were facing a new challenge: how to practice inclusivity, even when it felt like it might disrupt their close bond.

Harriet, who was often full of energy and confidence, looked a little unsure. “I guess I hadn’t thought about how it might feel for her. I wouldn’t want to be left out if I were new.”

Sammy, always the empathetic one, nodded. “Exactly. And inclusivity doesn’t mean we’re losing what we have—it means we’re making it bigger. We’ve all got our strengths, and Maya will have hers too. Maybe she can add something new to the group.”

Buzz, creative as ever, grinned. “Yeah, and if she has different ideas or ways of doing things, that could make our group even better. We’ve learned how to work together all year—we can definitely handle a new person.”

Ollie, reflecting on the year’s lessons, thought about how they’d learned to manage emotions and solve problems. “If we’ve learned anything this year, it’s that emotions play a big role in how we connect with others. We’ve gotten better at handling our own emotions, and we can help Maya with hers, too, if she’s feeling nervous about being new.”

Betty, always ready to solve a problem, smiled. “And if we’re all welcoming and include her, she won’t feel nervous for long. She’ll feel like part of the team.”

Using Their Strengths to Include Maya

The group decided that they would welcome Maya and give her the chance to be part of their gang. They each thought about how they could use their personal strengths to make her feel included.

Harriet, full of energy and friendliness, decided she’d be the one to introduce Maya to everyone on the first day of school. “I’ll make sure she feels like she belongs from the moment she gets here.”

Buzz, always thinking creatively, said he’d invite Maya to join him in whatever project he was working on. “Whether it’s art, science, or just goofing around, I’ll make sure she knows she’s welcome to join in.”

Ollie, the planner, said he’d help Maya understand how things worked at the school. “I’ll show her around, help her get organized, and make sure she knows where everything is.”

Betty, the problem-solver, said she’d be ready to help if Maya had any concerns. “If she’s struggling with something—whether it’s schoolwork or just fitting in—I’ll be there to help her figure it out.”

Bennie, always calm and supportive, said he’d be there to make sure Maya felt comfortable. “I’ll listen if she needs to talk, and I’ll make sure she doesn’t feel left out of any conversations.”

Sammy, ever the emotional compass of the group, said he'd be mindful of how Maya was feeling. "I'll keep an eye on her emotions and make sure she feels supported, especially in the first few weeks."

Reflecting on Inclusivity

As the group made their plans, they realized that including someone new didn't mean losing what they had, it meant growing it.

"It's like the circle just gets bigger," Sammy said with a smile. "We don't lose anything by including Maya. We just gained a new friend."

Ollie nodded, thinking about everything they'd learned throughout the year. "Inclusivity isn't just about letting someone in. It's about making sure they feel like they belong. And we can do that, we've gotten really good at understanding each other's emotions."

Buzz grinned. "Yeah, and with all of us working together, we can make sure Maya feels like she's part of the team."

Harriet, always the optimist, added, "Who knows? Maybe Maya will bring something totally new to our group. We might learn something we never expected."

Betty, ever practical, smiled. "Inclusivity makes us all stronger. And besides, next year is going to bring new challenges, so it's good to have more friends by our side."

Bennie, calm and thoughtful, summed it up. "We've learned so much this year, and this is just one more thing—learning how to include others. It's part of growing up."

Looking Forward to Fifth Grade

As they sat under their favorite tree, the group realized that they were ready for fifth grade—not just because of the academic lessons they'd learned, but because they had grown emotionally, too. They were more aware of themselves, each other, and how their actions affected those around them.

"I'm glad we talked about this," Ollie said, smiling at his friends. "It would've been easy to just stick to what we know, but we're better than that. We can be inclusive and make sure everyone feels like they belong."

Harriet, always ready for action, jumped up. "Let's make next year even better than this one, starting with welcoming Maya!"

The others laughed and agreed. With one week left of school, they felt confident that they were ready to tackle fifth grade together, and they knew they had the tools to make it a great year, not just for themselves, but for anyone who joined their circle.

And with that, they walked off into the warm June afternoon, ready for the adventures that awaited them, knowing that inclusivity was the key to making their friendships and their future even stronger.

Post-Chapter Teacher Script

- **Teacher:** “The Superpower Squad learned that they always have room for one more.”

Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- How did Harriet’s feelings about including Maya change by the end of the chapter?
- Why is it important to give new people a chance to join a group?
- Can including someone new make a group better? How?
- How can we show that we’re willing to include others?
- What are some ways we can make a new person feel welcome?
- How would you feel if you were new and no one included you?
- Why is it sometimes hard to include others, even when we know we should?
- How can using our personal strengths help us include others?
- What did the group learn about inclusivity in this chapter?
- How can we practice inclusivity in our classroom and school?

Do an Activity (20 minutes)

- **Students will** practice inclusive behaviors by participating in a movement-based group challenge designed to build awareness of how to welcome, involve, and connect with every classmate.

Activity: Circle of Belonging (20 minutes)

Introduce Activity

“In our story, Ollie and his friends learned that including someone new doesn’t mean losing what they have, it means **growing their group** and helping others feel they belong.

Today, we’re going to practice **inclusion in action** with an activity called *Circle of Belonging*. You’ll work together to make sure everyone is noticed, involved, and invited in. Just like Maya

in the story, some people might feel unsure at first, but our job is to **help everyone feel like they matter.**"

Activity Instructions

Start with Everyone Walking Freely in a space (no pushing, no running).

Call out an instruction like:

- "Form a group of 2!"
- "Now join with another pair to make 4!"
- "Make a group of 3 that includes someone new."
- "Invite someone not in a group to join yours."

With each round, change up the group size and **encourage students to include someone they haven't worked with before.**

If someone is left out, pause the game. Ask the group how they can respond with kindness and inclusion.

Add optional **Inclusion Cards** for a twist:

- "Make a group and invite someone who hasn't spoken yet."
- "Join a group that doesn't have many people."
- "Ask someone new to be your partner."

Wrapping it Up

Wrap Up the Lesson (5 minutes)

“Let’s talk about what just happened.

- How did it feel when you were invited in right away?
- What did it feel like when you were the last one chosen, or when you saw someone else left out?
- What made you feel included?”

Listen to a few volunteers and highlight moments of kindness and inclusion.

- “Inclusion isn’t just about who we’re friends with. It’s about the **choices we make every day** to notice others, to invite them in, and to make sure no one feels left out.
- You all practiced that beautifully today. And just like Ollie and his friends, you made the circle bigger—and stronger.”

Review and Reflection Teacher Script

Gather in a Circle for Reflection:



- “Let’s all come back together in a circle.”
- “Let’s reflect together. When it’s your turn, finish this sentence:

‘One way I can include someone at school is...’

- Maybe it’s at recess, during a group project, or in the lunchroom.

You can pass if you’d like to listen instead.”

Closing

- “Every time we include someone, we’re not just being nice—we’re being **leaders**. We’re saying, ‘You matter. You belong.’
Let’s keep making space for new friends, new ideas, and new connections, because every classroom is better when everyone feels included.”

Home Connection Letter

Sending Information Home:

- “Before you go, I have a letter for you to take home. Today, we participated in a movement-based activity called *Circle of Belonging*, inspired by the story “Ollie’s Superpower Squad: Learning to Include Everyone.” We worked together to practice real-life inclusion—inviting others in, recognizing those who feel left out, and understanding how small choices can help others feel like they belong.
- Hand out the letters as the children prepare to leave.

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parent(s)/Guardian(s),

Today in class, we learned about inclusivity—the importance of making sure everyone feels welcome and included.

We read a chapter from Ollie's Superpower Squad where the characters face the challenge of including a new student in their group.

The students discussed how including others can make friendships and groups stronger.

Your child also participated in an activity where they brainstormed ways to include new people and practiced how to do so through role-playing scenarios.

Please ask your child to share what they learned about inclusivity and how they plan to include others, especially when they meet someone new.

Thank you for supporting your child's growth in building kind and inclusive friendships.

Best Regards,

Invite someone to join your group who hasn't been in your group yet.

Find a partner who hasn't spoken yet and ask them to share something.

Make a group of 3 and include someone who looks left out.

Switch groups and include someone new this time.

Ask someone you don't know well to be your partner.

Make a circle with 4 people and invite someone standing alone to join.

Help someone feel included by giving them a compliment.

Form a group with classmates you haven't worked with today.

Welcome someone into your group with a smile and kind words.

Create a group challenge (like a secret handshake) and teach it to someone new.