

Ben's first group work



Positive Ending

KEY CONCEPT/ DISADVANTAGE

Diversity

OBJECTIVES

- Encourage inclusive attitudes towards students with different abilities.
- Develop problem-solving strategies for communicating across barriers (e.g., sign language, non-verbal collaboration).
- Promote team-building and the value of diversity in group work.
- Cultivate empathy and proactive social engagement among young learners.

QUESTIONS FOR DISCUSSION FOR ENDING 1

1. Why was it important for Ben to be invited instead of assigned to a team?
2. How did your group find ways to communicate with Ben?
3. What did Ben bring to the team that made the experience better for everyone?
4. What can we learn from this story about making sure everyone feels included?

SUGGESTIONS FOR ADDITIONAL RESOURCES

- Introduce basic sign language in class through fun games or videos. · Watch: "We're All Wonders" read aloud and discuss differences and acceptance.
- Class project: "Everyone Has a Talent" wall, where each student shares something they're good at.
- Practice group work with rotating roles, encouraging students to support one another's strengths.
- Create a colorful, age-appropriate Kahoot! quiz that celebrates diversity, talents, communication, and acceptance. The quiz can include simple questions e.g. *What is sign language used for?*

Ben's first group work



Negative Ending

KEY CONCEPT/ DISADVANTAGE

Diversity

OBJECTIVES

- Recognize the emotional impact of exclusion and token inclusion.
- Encourage critical thinking about group dynamics and teacher vs. student responsibility.
- Build awareness of how silence or inaction can lead to harm, even unintentionally.
- Motivate students to take initiative in creating inclusive learning environments.

QUESTIONS FOR DISCUSSION FOR ENDING 1

1. How did Ben feel when he was the last to be placed in a group?
2. What does this story teach us about waiting for the teacher to act versus taking action ourselves?
3. How would things have been different if the students had invited Ben first?
4. Have you ever seen someone left out? What could you do next time?

SUGGESTIONS FOR ADDITIONAL RESOURCES

- Journal prompt: "A time I wished someone included me—and what I'll do to include others."
- Group brainstorming session: "Ways to include classmates with different needs."
- Watch a short clip or animation about empathy and discuss students' responses.
- Invite a guest (e.g., school counselor or someone with hearing loss) to share experiences with communication.
- Create a kid-friendly Kahoot! quiz with scenarios and questions that help early primary students understand inclusion, empathy, and respectful communication.