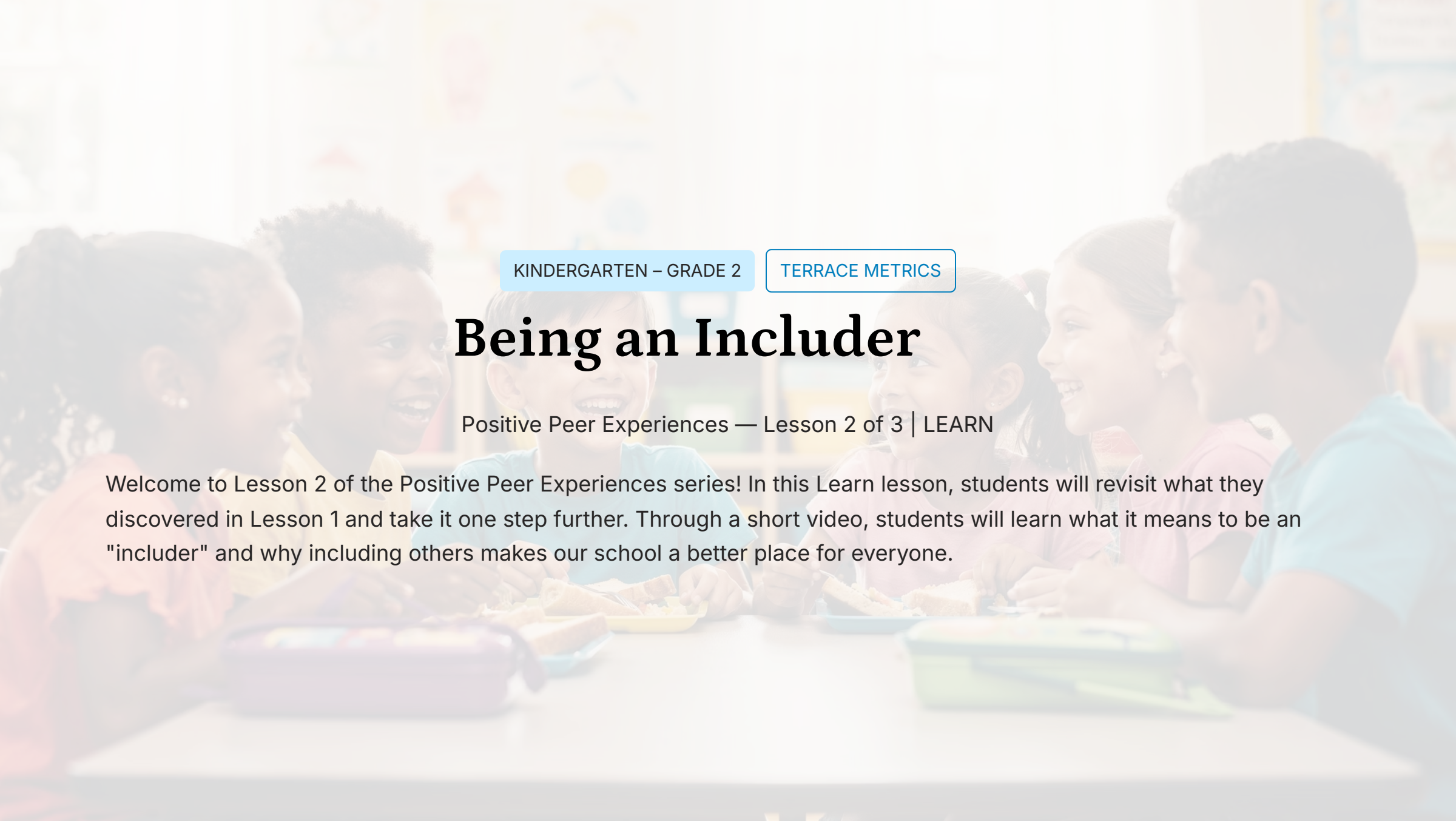




KINDERGARTEN – GRADE 2

TERRACE METRICS

Being an Includer

Positive Peer Experiences — Lesson 2 of 3 | LEARN

Welcome to Lesson 2 of the Positive Peer Experiences series! In this Learn lesson, students will revisit what they discovered in Lesson 1 and take it one step further. Through a short video, students will learn what it means to be an "includer" and why including others makes our school a better place for everyone.

Learning Goals

Lesson 2 builds on the foundation from Lesson 1 and introduces one of the most important social skills young students can develop — being an includer. Keep these goals in mind as you guide your students through the story and activities.

1

Connect Back to Lesson 1

Students will recall that even though we are all different, we can still be kind and friendly to everyone — not just people who are exactly like us.

2

Understand What It Means to Be an Includer

Through the story of Wimbley and Milo, students will discover the power of one small, kind act of inclusion.

3

Practice Being an Includer

Students will commit to including others over the next two weeks using the "I'm An Includer" activity — and celebrate each other's acts of kindness as a class.

Lesson Introduction

Start by connecting back to Lesson 1 and building excitement for today's big idea. Use simple, warm language — and give students plenty of time to share their thoughts. Their responses will guide the conversation naturally into the story.

1 Slide 1 — Welcome Back!

"Today we are going to do our SECOND lesson about how to make our school a great place for everybody!"

Remind students that in Lesson 1, they made their "This Is Me" pictures and learned that even though we are all different, we can still be friends.

2 Slide 2 — Review Lesson 1

"In our last lesson, we learned that even if we are different from someone, we can still be friends — and we must always be kind to everyone, even people who are different from us."

Hold up or point to the "This Is Me" pictures still displayed in the classroom.

"Can you remember whose picture looked different from yours?"

3 Slide 3 — Introduce the Word "Include"

"Today we are going to learn about a very important word — INCLUDE. What do you think 'include' means?"

Allow students to respond. Look for ideas like: being part of something, joining in, not leaving anyone out. If students need help, show this video: <https://youtu.be/bTXzYX0rrPE?si=4cZk62vxX8muS9d7>

"When we include someone, we make them feel like they belong. Today we are going to meet a boy named Milo who really needed someone to include him."

Slide 4: Video — "Wimbly Learns to Include Others"

This video tells the story of Milo — a quiet person who was sitting alone while Wimbly and his friends were playing. Wimbly reaches out with a small, kind act — and everything changes. This story sparks rich, empathetic conversation. The video is found at: https://youtu.be/j7u7ZZ92yqQ?si=JHeIhmrX2YxY_VMD

Question 1 🤔

"How do you think Milo felt when he was alone?" Look for: sad, lonely, shy, left out.

Question 2 😞

"What did Wimbly do to help Milo feel included?" Look for: He introduced himself, he introduced Milo to his friends.

Question 3 💛

"How do you think Milo felt after Wimbly invited him to join?" Ask students to show the feeling on their face (such as excited or happy), or point to a feelings chart.

Question 4 😞

"Why is it important to include others when we play or work together?" after responses, a follow-up question could be: *"Has anyone ever felt that way? It's okay to share."*

Question 5 📧

"Have you ever invited someone to join in your game or activity? How did it make you feel?"

Question 6 😊

"What is one thing you could do this week to help someone feel included at school?" Encourage students to think of specific actions such as inviting to play at recess, sitting together, or helping on an activity.

What We Learned From Wimby

After the discussion questions, bring the key messages together with these simple, powerful ideas.

Wimbly Became an Includer

"Even though Milo wasn't part of Wimby's group, Wimby saw Milo sitting alone. He did a very small but important act. He introduced himself and he invited Milo to play. Wimby made Milo feel welcome and accepted. That was a very brave and kind thing to do!"

You Can Make New Friends

"People can make friends with anyone. You just need to be kind — just like Wimby was."

You Will Practice Being an Includer

"Over the next few weeks, YOU are going to practice being an includer — just like Wimby! Every time you include someone or make someone feel special, you are making our school a better place for everybody."

- ✓ After sharing these ideas, ask students to give a thumbs up if they want to be an includer. Then say: "I see a room full of includers — let's get started!"

Slide 5: Activity — "I'm An Includer!"

This ongoing activity gives students a concrete way to practice being an includer over the next two weeks. Every time they include someone or make a classmate feel special, they record it on a heart puzzle piece. When the hearts fill up and go on display, the whole class can see the kindness they've created together!

01

Distribute the Handout

Give each student one "I'm An Includer" handout. Help students write their name in the space provided. Read the handout aloud together before students take it home. Make sure they understand what an "including" act looks like.

03

Fill In the Heart Puzzle Pieces

Over the next two weeks, each time a student includes someone or makes someone feel appreciated, they write (or draw) what they did in one of the three heart puzzle pieces on their handout. They then lightly color the piece — being careful not to cover their writing. When all three pieces are filled, they cut out the square and turn it in. Students can have as many hearts as they want — just ask for more!

02

Review the Example Together

Show students an example of a completed heart puzzle piece. Read it aloud and ask: "What did this student do to include someone?" Give students 2–3 simple examples of including acts they might do: "You could invite someone to sit with you at lunch, ask someone to play with you at recess, or say something kind to someone who looks sad."

04

Display & Celebrate!

As students turn in completed heart puzzles, display them in the classroom. After the turn-in date, gather the class and look at all the hearts together. Ask: "What kinds of things did we do to include others? How did it feel?" every heart that goes up on the wall.



For students who are not yet writing independently, allow them to draw a picture of their including act instead of writing. You or a helper can add a label. The heart puzzle still goes on display — every act of kindness counts!

Slide 6: What We Learned

Wrap up with warmth and celebration! This closing brings together everything students learned today — from Milo's story to their own commitment to being includers. Choose one or more of the following scripts, and use an enthusiastic, affirming tone to leave students feeling proud and motivated.

You Can Always Find New Friends

"If your friend group changes, you can find new friends by being an includer — just like Wimby did. Being kind and welcoming opens the door to wonderful new friendships!"

Including Others Makes School Great

"When we include others, our whole school becomes a happier, kinder place. Every single person — including YOU — has the power to make school great for everybody, every day."

Including Others Makes Everyone Feel Good

"When you include someone, THEY feel happy — and YOU feel happy too! Being an includer is one of the best things you can do for yourself and for the people around you."

We Must Work at Positive Relationships

"Being a good friend and an includer takes practice — but it's worth it! We may miss out on a wonderful friendship if we only spend time with people we already know. Let's keep trying!"

Wonderful work today! Remind students to keep their "I'm An Includer" handout somewhere safe and to look for chances to include others every day. See you in Lesson 3!