

## **Standard 8 Lesson Two: Love and Inclusion**

**Time:** 45-minute class period

### **Materials:**

Scripture Reference Guide

Breaking In Activity Sheet

Loving Others Worksheet

### **Objectives:**

Students will be able to define love.

Students will be able to give examples of loving actions.

Students will be able to discuss inclusion and make a plan for including their peers.

### **Introductory Activity**

Have students talk to a partner about what love is and how love is demonstrated in action.

Have students share their ideas with the class.

### **Activities**

Make a list of actions that demonstrate loving someone.

Take students through the Breaking In Activity. Have students talk about how to include their peers.

Have students read Matthew 22:39, Deuteronomy 6:5, Romans 5:8 Ephesians 5:1, Colossians 3:14, 1 John 4:7. Discuss in small groups what these scriptures tell us about love.

Have students fill out the Loving Others Worksheet, writing what each scripture says, what the scripture means and what it means to them.

Have students memorize the Scripture Memory Verse for this lesson: **I John 4:7** *Beloved, let us love one another, for love is from God; and everyone who loves is born of God and knows God.*

# Loving Others

For each Scripture, write a summary of what it says, and then write what it means and what it means to you.

<b>Scripture</b>	<b>What it says</b>	<b>What it Means</b>	<b>What it Means to Me</b>
<b>Matthew 22:39</b>			
<b>Deuteronomy 6:5</b>			
<b>Romans 5:8</b>			
<b>Ephesians 5:1</b>			
<b>Colossians 3:14</b>			
<b>1 John 4:7</b>			

## Breaking In Activity

Goal of Activity: This activity allows the facilitator to focus on several facets of socialization. It can teach about:

how peers can have difficulty becoming part of a social group because they don't know the rules for acceptance  
the role a bystander plays in isolating a peer  
what it feels like to exclude someone  
what it feels like to be excluded  
the lengths to which some peers will go to try to gain acceptance, real or perceived

Materials: None

Have 4 students (chosen by the teacher for their emotional strength) go outside the classroom where they cannot hear your directions to the class. Tell them that when they enter the room, they will be directed to a group. Their job is to be accepted into the group without hurting anyone..

Tell the rest of the students (while the 4 are in the hall and out of earshot) to get into groups in the 4 corners of the classroom and stand in a circle, shoulder to shoulder, facing the center of the circle. They are not to allow the student who comes to try to enter their group into the group unless that student puts their right hand on the left shoulder of someone in the circle. If they do this, they are to be let in right away without a word as to why they were admitted.

Both students in the groups and those trying to get in are instructed to be appropriate verbally and physically.

Invite the 4 students back into the room and direct them each to a separate circle group. After a time, you might ask those trying to break in to try a different group, especially if one of them is successful in breaking into a group.

After activity, debrief both the individuals trying to break in and the circle group members. Here are some sample questions.

Questions for those trying to break in:

What was it like to be the person trying to be accepted by a group?

What did you do to try to get accepted?

Were you successful at getting into a group?

How did you know?

If you got in, what did you do to get in?

If not, why do you think you were not accepted?

Questions for those in the circle

What was it like being a part of a group?

How did it feel to be excluding someone?

How is this like a bystander when someone is being bullied or harassed?

If the person was able to be accepted, how did that feel to you as a member of the circle?

Did you want to do something you were not supposed to do to help the person who was left out? What? Why?

What was it like to know the secret of group acceptance that the person trying to get in did not know?

General Questions

How is this like our school?

What are some of the things that keep students from being accepted by others in the school?

What are some ways students are excluded by those who are accepted in a group of peers?

Variations:

Whisper the secret of acceptance to one of the people trying to get into the group and watch what they do with the information (share it, use it just for themselves, etc.)

Make a new “secret of acceptance” with those unable to get in and invite those from other circles to attempt to get into the new circle to give others the chance to know what the first four have already experienced. This variation gives a much richer debrief as it is a more layered experience and explains why some of our “fringe” groups in school that have such a unique acceptance code are very closed to having others join them.

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