

Leadership Activity: Modeling Inclusion

Objective: Foster an inclusive environment where all students feel accepted, supported, and valued by modeling positive behaviors and encouraging students to do the same.

Materials:

- Whiteboard and markers
- Scenario cards
- Reflection journals for each participant
- Role-play props (optional)

Duration: One hour

Follow these activity steps.

1. Introduce the activity with a prompt: “Do you believe your behavior directly impacts student behavior? How?”
2. Facilitate a ten-minute discussion. Explain that students often model what they see, both positive and negative, and that inclusive leadership begins with the adults in the building.
3. Divide participants into small groups and distribute one scenario card to each group. Ask groups to spend twenty minutes discussing their scenario card and preparing two short role-plays—one showing an exclusionary reaction and one demonstrating modeling of support and inclusion. Planning both helps illuminate contrasts in impact.
4. For a total of twenty minutes, each group presents either their positive or negative version. If time allows, consider having at least one group perform both versions to underscore the differences.
5. Facilitate a ten-minute whole-group discussion. Ask what people noticed in each role-play and then ask, “Have you ever reacted in a way that resembled the negative role-play? What would you do differently now?” Focus on how students absorb and mirror the behaviors they observe.
6. Give participants five minutes to write in journals or handouts, responding to the following prompt: “How can I intentionally model inclusion, acceptance, and support in my role?”
7. Share reflections for about five minutes. Invite volunteers to share insights or commitments. Ensure that the space remains nonjudgmental and growth focused.
8. Wrap up. Reinforce that modeling inclusive behaviors helps establish community norms. Remind participants that every action—how we speak, who we notice, and what we praise—either reinforces or disrupts belonging.

Scenario Cards

A student brings a traditional meal from their culture and is met with stares and whispers at the lunch table.

A new student uses a wheelchair and finds it difficult to access a classroom or assembly area.

A transgender student is consistently misgendered by peers during a group project.

A multilingual learner hesitates to speak in class, and other students laugh when they do.