

Inclusiveness Children's Story

In small groups, we are going to write our own short children's story about being inclusive. Your audience is the elementary students in our district. Each group will write a story for a specific grade (K, 1, 2, or 3).

Inclusiveness Sub-Concepts

Equity, Fairness, Kindness

Project Timeframe

1-2 weeks, broken up as needed by class schedule

Required Materials

- White paper, stapler, and drawing utensils
- Notebook paper for brainstorming/outlining

Standards Map

This project aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

The books can be typed or handwritten and should include some drawings. The story must be one of inclusion and follow a traditional story arc: introduction, rising action, conflict, climax, and resolution. There should be at least two characters and the main idea of the story must be one of inclusion (inclusion of self or inclusion of others), or you could also write about fairness or equity and how it ties into feeling included. After the books are written, you will be invited as a group to read your book to the class you wrote it for and then present the book to the class (this can be done via a video or audio recording if the students cannot physically go to the classrooms).

PART 1 (Week 1): Forming Groups, Assigning Roles, and Brainstorming the Story

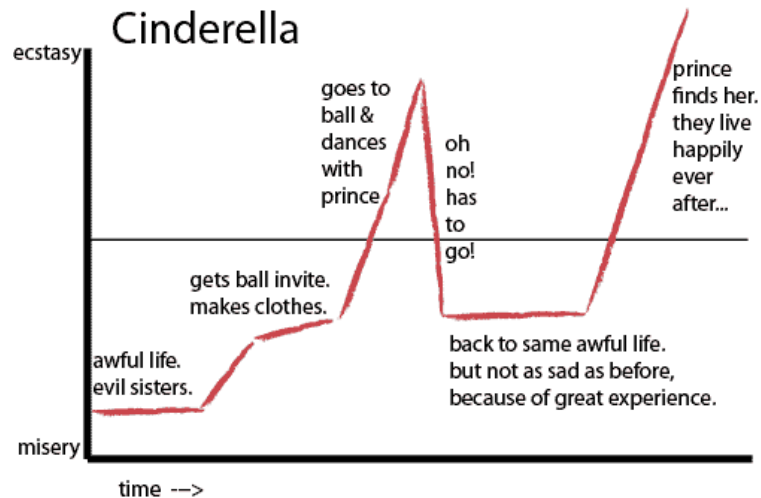
To get started, we need to form our writing groups. Preassign these groups if you have a mix of writers or if you know some students will not naturally be in a group. Or, let students self-assign groups. Each group should be 3-4 students.

Give each group a grade level to write for. You could pre-assign this or let students pick or draw a grade out of a hat. Then, have groups get together and self-assign some basic roles like note-taker, typist (or hand-writer if not typing), illustrator, and reader. Try to ensure each group member has a job.

Story Guidelines:

- The story should be relatively short, depending on your audience. Kindergarteners need a slightly shorter story (or less complex anyway) than a 3rd grader. A good rule of thumb might be 2-3 sentences per page and 5-10 pages long.
- The story will ultimately be in a "book" format which can be achieved by stacking 3-4 pieces of white paper together, folding them in half, and then stapling in the crease. Allow for the front as the cover and the backside of the cover as your "dedications" page where students can say who the book is for and sign it. Begin the story on the front side of the second page.
- Be sure to leave room on the page for illustrations!
- The story should follow a [story arc](#): introduction, rising action, conflict, climax, and resolution. Seventh graders should know these terms from English/Language Arts classes, but review what these elements are if necessary (or consider reaching out to the English/LA teacher for a cross-curricular opportunity). The [storyboard on the "Storyboard That" website](#) might help students organize their ideas.

This image from [Now Novel](#) displays a story arc of the story of Cinderella:



(Source: NowNovel, "How to Create a Satisfying Story Arc - 5 Steps")

Now it's time to brainstorm your story! The note-taker should jot down the ideas your group discusses and ultimately create an outline or story map. From this outline/map, you will actually start writing the story. The entire group should work on this together. It is not the typist/hand-writer's job to take this home and work on it. All the writing should be done in the group.

Keep the age and grade level of your audience in mind when coming up with your ideas! These stories do not have to be overly complicated but do need to be about inclusiveness and/or fairness. They should be simple enough to follow and appropriate for what the particular age group can handle, theme-wise.

Part 2 (Week 2): Writing & Illustrating

Using the story map or outline you worked on in Week 1, write the story as a group. This needs to take the shape of an actual book, instead of a typed essay, but it's okay to write it out first more in an essay form and then decide where to break the content up by page. Again, a good rule of thumb might be 2-3 sentences per page and having 5-10 pages.

Once the story is written in the book, it is time to illustrate! While there is one primary illustrator, if you are short on time and haven't stapled the book together yet, everyone could contribute by illustrating a page. Otherwise, the illustrator is primarily responsible for the drawings, though the reader of the group could help, too.

After the books are done and you have reviewed them, see if you can set up a time (if you haven't done this already) for your students to go and read their books to their assigned classes and share a bit about what they learned about being inclusive.