TEACHING INCLUSIVITY:
THE COTTON METHOD (AIR)

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Abstract: Currently, diversity education is offered at college campuses across America, which gives young adults an open mindedness and creates an accepting environment so all students are recognized and respected that the K-12 public education system cannot provide. With the evolving diverse population of this country, it would follow that public education would integrate curriculum that fosters the same accepting environment in order for all students to feel welcomed in the classroom. This thesis looks at the effects that acceptance in the classroom can have on a student as well as a new method by Cotton, AIR, that is used in several workshop examples as well as resources for teachers looking to blend this into their teaching.
Introduction

The diversity-focused classes I took my junior year of college discussed how, prior to college, most students do not learn about diversity or the truth behind the pilgrims who killed the natives or how to address the different forms of bullying and the reasons behind the teasing adolescents must be subjected to during their formative years. Public schools all too often sweep issues such as acceptance of LGBTQ+ and students of color under the rug. Public schools are also commonly Christianized as shown by the acceptability of holiday breaks for Christmas and Easter, but not for Ramadan or Yom Kippur (Paulson, 2002). For children to become great members of our diverse society, they must learn how to see the differences within others and themselves as characteristics to draw strength from. The differences then generate unique experiences these children can incorporate to inform their lives.

The new knowledge I gained through these diversity classes drove me to think about how much more accepting school-aged children can become if they were taught tolerance and profoundly learned about the differences between people, whether that be race, language, gender, sexual orientation or family makeup. I believe, in order to create an environment for this, teachers also need to be educated on these issues and have the resources to create their own curriculum as well as glean lesson plans (LPs) from other teachers. There are central websites that offer material and tips for teachers, but they may not offer enough information or there may be too much information that it can potentially overwhelm teachers, particularly ones that have never thought to incorporate diversity literature into their teaching.
Research and Literature

I began my thesis with the belief that I was going to create an entire curriculum for diversity and tolerance, but I had no prior experience writing units or even lesson plans. I looked for books myself and was overwhelmed by the sheer volume of possible children’s literature I could use. When I spoke to my thesis adviser, she referred me to a website that has extensive examples of activities to use and even gives the Common Core Standards for each. A resource such as this is quite beneficial for current and future teachers, as is the Anti Bias Framework (ABF) they propose for using any of their resources. Common Core standards are currently the most used measures of math and English language arts accepted throughout most of the country (Standards, 2013). The Anti-Bias Framework that Perspectives for a Diverse America use and advocate is best utilized with items taken from their Central Text Anthology (Build). This website is a phenomenal source for teachers who are just beginning to consider incorporating diverse teaching into their lessons or perhaps for teachers who want to create a curriculum that not only educates their students on diversity, but also meet Common Core Standards. Perspectives for a Diverse America also offers educators the ability to create their own plans within the site and save them. They allow you to create your own question or pick one of theirs, then a text from their anthology, and an activity where they give what standards the students will be meeting. This tool is immensely beneficial as it rids you of the need to seek out research on the best text or spend more time planning lessons, when teachers already have a packed schedule because their school day does not always end when the last bell rings, but until hours after. Disseminating such a powerful tool to teachers can benefit the teachers and the students as they can all learn essentially the same material so that this can be considered mainstream, similar to the textbooks that hit the desks from Arizona to Maine and Utah to Virginia.
Not only did she point me in the direction of the Perspectives website but also the Tucson Unified School District (TUSD) multicultural text set, and to teachers who might be willing to allow me to implement the work I produce with the text set (Huicochea, 2015).

The TUSD multicultural text set was purchased in an effort to modernize the multicultural books offered in the district’s libraries so the children would have access to books that would give them a different perspective other than the one offered in older texts, while also giving them more relatable experiences youth today could identify with (Huicochea, 2015). The books range from picture books to chapter books and even graphic novels and books of poetry. Although they cover race, war, language, and native identities, they do not look into the LGBTQ+ community as much as they should. This investment was taken from the TUSD desegregation funds and was much needed as America, and the world, continues to move toward an understanding and respect for others despite all the characteristics they may not share.

The TUSD multicultural text set became the basis of my research for the LPs. During my time with the English language education program from Literacy Connects, I met a teacher who became my mentor teacher and assisted me in fashioning the lesson plans into mini-workshops which would work better in the classroom. This teacher, who had 25 years as an educator and 3 years as a volunteer educator under her belt, Janice Smith, looked over my plans and instructed me on how to create meaningful, interactive plans that related to each other. Armed with the selected books and knowledge on workshops, I created four hour-long plans that cover broad topics; race, ability, LGBTQ+ identities, and language that can be used as points to begin when teaching students more about these topics as well as one to bring them all together and teach them a new theory: to Accept, Include, and Respect (AIR), or the Cotton Method: AIR.
In the workshops, I did not refer to this practice as AIR until the final day so that first, they can ingrain the words and how to incorporate them before learning the acronym and why it should be learned. The letters that form the acronym AIR are intentional because they should use these letters the same way they breathe air; naturally. I want them to understand the way that they breathe in air is how they ask for others to treat them. The ultimate goal is to be accepted by others and if this is not possible, then being included would be the next step and if this, still is not a possibility for others, then simple respect should be basic enough for all. When people breathe out, they should think of the Cotton Method as they try to give as much as they can by beginning with respect, then inclusion, and if they can, acceptance (see Appendix B). I specify this because respect and acceptance are not the same as most believe. A person can respect someone without accepting them and this is okay as it is better than name calling and bullying when another student is different or their life goes against another’s personal beliefs.

The four books that I use are; *Marisol McDonald Doesn’t Match*, *I Love Saturdays y Domingos*, *The Junkyard Wonders*, and *And Tango Makes Three*. I chose the first two books because I wanted them to reflect where I live, as the population of Hispanics in Arizona has almost doubled (Krogstad, 2014). In Arizona, there are only 5 percent of African American (Black, 2015), however they account for most of the news and books we cover and study on race. Students who are hispanic may not be able to identify as strongly as they could if they had works on race that had a familiar face on it. This is harmful to the psyche of the children in the class as well as the teacher, “…programs predicated on the assumption that a certain minority group of children, usually inner city blacks, cannot learn as well as others is invalid” (North, 1969). Material that may have showed African Americans in a good light emphasized key figures and only taught about the key figures in February. Rather than hearing the history of their ancestors
talked about with brevity in a manner that goes over two hundred years of slavery within two weeks, African American students should be able to learn about their history with pride. Teachers should cover more events such as the Harlem Renaissance where African Americans pioneered the field of the Arts and figures like W.E.B. DuBois were praised for their creativity as well as their intellect, similar to the Mexican American Studies classes TUSD offered. American history and the ancestors of white Americans are covered daily in class while the other races get a special section that goes In college, there are classes offered that focus on certain races, there are even majors dedicated to the studies of people of color such as African American Studies, Eastern Asian Studies, Latin American Studies. These courses that are offered in college can assist students in their learning, but this may very well be too late for some students as they may not attend college or have the time to fit in one of these classes in their four year plans. The workshop plans that I have created address race in such a way that students learn about the topics while also learning language arts.

For each plan, I have included the basic materials as well as suggestions for activities based on the grade level as well as the book and topic that should be covered each day. For my world choice, I continuously use ‘can’ rather than ‘do, must, should’ because I believe it is in the teacher’s purview to teach the lesson how they want to teach and use materials they want, while fitting criteria and being approved by the administration. This is also why I veered off from the TUSD textset. I want teachers to be willing to find the book they believe will be perfect for their classroom and perhaps the book is actually a video or a movie. If it is approved, you can use what you want. I do specify that there will be differences based on grade level. However, other factors can affect the differences between classes, particularly socioeconomic status (SES) as the
schools who receive more property taxes from the neighborhood will indubitably have more money and better resources in reach for their students.

There are many contributing factors to how well a student does on tests but also socially in school and some of these are family background, differences in SES, race, gender, sexual orientation and ability. SES is one factor that some see only in stories of the triumphant inner city child of color that ‘gets out of the hood and makes something of himself.’ SES is not seen as a factor that can make or break the school experience for students, “…a family’s socioeconomic position affects the life course development and interrelationships of family members, we also find evidence that individual differences appearing during childhood and adolescence help shape economic and educational achievements” (Conger et al. 2010). Although SES is an important factor in the success of a student, so is their self-development during formative years. Together, these factors create an environment where they can learn about what sets them apart from other students and how they can learn to coexist and even support the studies of others by respecting them, including them, and accepting them is essential. Children form their own opinions but if their school environment presents the same experience they receive at home, then how can these students have different opinions than their parents? How can students question the ethics of the struggles that people in the minority experience if there is nobody to facilitate the questioning from a young age? Students rely a great deal on their teachers to take in new information and teachers are an integral part of the microsystem in which a child learns from.

The dependence that students have on their teacher is a far stronger one than realized, but it is also shadowed by another dependence; that of the teacher on their students (Jenkins, 1951). A student relies on the classroom, and from the teacher to meet their emotional needs, “Greater learning will occur in the classroom to the extent that the pupil is able to get his emotional needs
satisfied” (Jenkins, 1951). The interdependence that occurs between educator and learner is a great way to build the student up until they reach their own independence by helping them form thoughts independent of their home environment and ideas of those closest to them.

While conducting observations, I spent time in Roskruge, a bilingual school in the TUSD district which did not offer much in diversity teaching, particularly with the controversial shutdown of the Mexican American Studies classes, an action that took away from students’ future success as standardized test scores proved to improve after enrolling in the ethnic studies classes (Planas, 2015). Similar to the classes on race at the college level, the MAS program strived to integrate teaching students to reach full consciousness of prejudices and the race and social injustice behind them (Planas, 2015). This is a great example of the experience that I received in college being brought down to the K-12 arena so that students can become aware of the issues behind injustice at the hands of people who do not respect differences, but fear them. Students can also learn how to respect others despite what they do not share in common. Although the test scores may not reflect how bright and amazing some of these kids are, the teacher that I observed was enjoying her first year, but the first year of teaching presented no easy feat. While there, I discussed the levels of books that I was considering bringing in and while they may have been below grade level, so were some of the students.

The other classroom I was to observe in was in the same district, but felt a world away. The school, Sam Hughes Elementary, was more ornate with large, wooden doors and furniture to sit down in the hallway that reminded me of a living room rather than a waiting area. Discussing my idea with the teacher proved to be more successful as the teacher was not only excited, but had discussed some of the topics that I wanted to bring up in the workshops I was to conduct in her class, such as immigration and sexuality. She explained that the students in her class were not
only aware of the social issues that America has become entangled with, but they were more than willing to address the social issues and have a conversations on them. I was curious to observe and hopefully learn how I could mold my workshops to fit their needs, but I was taken aback by how much a few miles and a different demographic could make the schools.

When I looked at the numbers, I was startled. Roskruge had nearly 83 percent hispanic children and 70 percent receive free or reduced lunch while Sam Hughes had 43 percent hispanic children, which is nearly 15 percent less than the Tucson average and almost 30 percent less than Roskruge’s population (public, 2015). Only 30 percent of these students participate in the free and reduced lunch program (public, 2015). Now, this cannot all be attributed to the difference in SES and racial background, but the significance cannot be ignored. Ethnic students are more likely to come from a low income background and receive less resources than their caucasian counterparts, and as aforementioned SES can affect the learning the child does and the overall educational experience they receive. Although programs such as the Mexican American Studies classes seeked to right the injustice facing ethnic students, particularly Latinos, they were squashed in favor of rushing past how America has treated certain groups, which affects the students’ acquisition and understanding of the truth, they will not understand the plight of a group and seek to be better than the previous generation.

Sadly, due to unforeseen family emergencies, I, the experimenter, could not proceed with the observations and subsequent workshops. I had gone to Roskruge several times not only as an onlooker, but I also assisted when they had questions about the classwork and looking at the books they picked from the library to understand the types they were looking at, mainly to educate myself on what the students in this class would enjoy, text-wise. I had ventured into Sam Hughes once only, after this the issues at home soon took over my Fridays. When I realized this,
I quickly had to create an alternate plan of action. My thesis then became more heavily research based and I did not have to work within the constraints of a specified text set, but could freely choose the book. I decided to create less workshop plans that were brief enough to skim the surface without covering too much too quickly as the use of these plans is at the teacher’s discretion.

**Conclusion and Future Implications**

Students from my generation are now known as ‘millennials,’ and they consider us to be fairly kind to others and far more open-minded of differences. This is the time where the gender spectrum is being touted by millennials as the new gender norm rather than the binary that has been thrown out (Kott, 2014). If the current young adults can be so accepting, then what should this mean for the generations after?

Students come from many backgrounds with different types of experiences forming them and creating their lens for the rest of the world. Part of these experiences is the interactions they have within the school walls as children spend a large amount of time in the K-12 education system. As my generation has seen, students are being shaped past this time, particularly as college has been eye opening for many in terms of, studying different races, gender, and sexualities. Many campuses offer education on these topics but this type of social education should happen much younger in order to create adolescents that may come with different perspectives but can still respect and identify that they are different than others.

The TUSD MAS program had a profound impact on high school students and, as previously mentioned, even affected their test scores for the better. If teachers and parents want better for their children, the fight needs to be presented and the education needs to be in place. “Ethnic minorities because of limited access to legitimate avenues of achieving success goals
have high frequency of delinquent behavior (Epps, 1967).” Although this may seem an exaggeration of what can happen to students as they are not provided with the same resources their wealthier, and commonly, caucasian counterparts have, the MAS program seemed to speak volumes on socially educating these students. The social justice aspect and opening new windows into a student’s own culture can apparently do what new iPads can also do. Rather than allowing ethnic students to become a statistic known all too well, educating them on differences, and particularly, on differences that they identify with can assist with their test scores and most importantly, their own building and confidence in their identity.

The Cotton Method: AIR was developed to help easily teach and remember how to treat others. Accept, Include, Respect are how we want people, particularly those within the normative majority, to engage us. Rather than being afraid to be ourselves, we should be able to believe that others around us are going to treat us the way we should be and the way they, the majority, would also want to be treated.

Social class, or SES, was not one of the topics I covered in the workshops but this does not mean it shouldn’t be covered. The difference in class and income levels is very real and can affect students past their K-12 career but it can create feelings of ‘less-than’ that the students should not have and should not equate income level with intelligence or their own beings.

The microaggressions that happen everyday may not hurt until there are many for some adults, but for children, one can affect them tremendously. Small comments made by their parents or teachers can be harmful and these prejudices form the foundation on which more extreme acts of prejudice build (Shields, 2014).” Prejudices, however small they may be, are how children can form their own opinions. If a student in class is struggling and you pair them with the only Asian child in class to help, what does this teach your class? However small, or
even nice, the stereotype may seen, it is not and should not affect your students. If all we want is for the generation after us to be better than us, then why aren’t we educating them better?
Appendix A

Workshop Plans

Day One: Race - Marisol McDonald Doesn’t Match

Materials: Paper dolls - these can be prepared by teacher before class to save time, particularly with younger students.
Markers/colored pencils/crayons
Large butcher paper to place on wall with all student paper dolls
Activity: You want to make sure that all students understand that the classroom and the workshop they are about to participate in is a safe space and they must abide by the rules of such a space where they will respect fellow classmates and be kind. As this is the first day with the class, you will want to start with an overview on differences. Depending on grade level, you can ask students to point out differences between themselves and fellow students. You would first model it.
Teacher: I notice that [student] Bobby has curly black hair while I have straight blonde hair. You would allow them to make comments when raising their hands, then you move from superficial comments.
Teacher: I know that [student] Natasha speaks Turkish as well as English. I do not know Turkish, but I know English and a little bit of Spanish.
When moving on, you must assure that students stay on the correct path so they do not make unnecessary comments about another student’s weight, speech impediment (unless done properly, i.e. by teacher, if class is aware of said impediment). Now you can talk about how these
differences make each student unique and how differences should be embraced by the student and respected by others.

If you are using this workshop for a higher grade level such as 5th-8th, you can have a discussion instead where you have students form a circle (conducive to sharing) and lead with questions.

What is diversity?

Would you like to share your differences with the class and how that affects the way you interact with other students? (You can start this one.)

Do you notice differences between yourself and other students? Would you like to give an example? (This is a tricky one as you can ask them not to name names or use an experience from a previous class, reminding them about the definition of a safe space.)

The discussion part should take only 15-20 minutes depending on grade level.

You can now pass out the paperdolls and have them create themselves, trying to contain as many unique features of themselves as they can. This should take anywhere from 15-25 minutes, depending on how much work you are asking them to do, class time, and grade level. You can make your own so that you are doing the activity with your class and put yours up. After class you can put up the butcher paper with all the students and then add small pieces of papers with four lines on them underneath each student. For each topic covered, they are allowed to (but they do not have to) add a detail about themselves learned from the lesson. For example, a student can put the languages they speak for that lesson or the race(s) the student is.

You can end it here for this lesson or introduce the first topic and book (depending on time), *Marisol McDonald Doesn’t Match*, for race.

For race, you can begin by using their paperdolls features to address how our races make us appear differently on the outside, and/or use a map to ask where their ancestors are from.
Depending on grade level, you can incorporate a family tree into this and have students bring their trees in and pictures if they would like. You then can use the map to point out all the places students/students’ ancestors have come from. For older kids, you can simply ask them about their background and any lessons they may have learned about race growing up. If your class is predominantly one race, you may not have to spend as much time on this. From there, you can emphasize when students are two different races as well, or ‘mixed race,’ as the book covers a mixed race child.

You can do a read aloud for younger kids and have a class discussion on the book. The younger grades will focus on how, although Marisol may not ‘match,’ this is not a bad trait despite how other students react to her uniqueness. The background she has allows her to have experiences through different lenses. You can ask them if they do anything that others consider ‘weird’, like eating a peanut butter and jelly burrito.

For the older students, you can have them read the children’s book individually and then come up with at least 3 questions that they could ask younger children who are the reading the book. These questions must be about how they are affected by Marisol’s experience with ‘not matching,’ and if they feel the same. You could also have another class discussion about how the experiences Marisol has are framed by her uniqueness and, subsequently, how their experiences are framed by race as well. For all children, if students share differing opinions, this is a great place to introduce inclusivity so that they learn to accept and respect the opinions of others, even if they do not agree. However, it should be covered lightly and at different speeds depending on grade. This should take 20-35 minutes.

Homework: Depending on level, you can have the students write up a one page essay on the topic or end the class with a discussion on what the students thought of the book and their own
experiences with race, if they want to share. You can also have them write about what they would do if someone wanted them to change, just to fit in. From there, have them tell you how they can accept someone who was a different race (ask about their background, from a place of respect), how they could include them (playing pirate princess soccer rather than brushing it off), and how they can respect them (such as not asking them to ‘match’). For the younger kids, you may have to make this a class activity and solely use examples from the book.

**Day Two: Language- *I Love Saturdays y Domingos***

Materials: Paperdolls- displayed in room

Book(s)- depending on grade level

Activity: You can start with asking the students to write their race(s), if they want to, on the little paper beneath their paperdoll on the wall. You can point out your own and write your race(s) to show that you are all doing this together. You can quickly go over what you learned in the previous workshop, this is particularly helpful if your workshop days are not consecutive so that the students can be refreshed before moving on. This should take 5-7 minutes.

For the language lesson, you can use the map again and inquire about race and where they are from to then ask about any languages they or their family speak. In the southwestern states where many students are bilingual, this can be a great place for them to create new bonds with fellow students as well as showcase their skills if other students would like to learn a few phrases from a new friend and classmate. This should take 10 minutes.

Depending on grade, you want the students to interact with each other. You can place them in table groups and have them share amongst themselves as you walk around or you can instruct them to look at the cover and title and determine what they think the book will be about. You can
even tape paper over the story and show only the pictures to the class. You can ask them what they believe is happening in the book or hand copies of the pictures out and have them create their own dialogue. From there, you can discuss their opinions and why. This should take 25-30 minutes.

Now you can read the book aloud/ have them read it to themselves. You can ask if any of them experience this in their families and if they would like to share. For the older kids you can teach them what code-switching is and ask them if they have any experience with it themselves or if people in their family do. You can also ask about what people in the U.S. think of people who speak other languages and ones whose primary language is not English, the unofficial national language of America and how this can be a problem and can be seen as a bad trait. From there, you can ask the older grades to expand on this in asking if any of them have personal experience with this or if they think it is a bad trait, reminding them of the safe space for all opinions to be shared. You can ask how they can accept someone who speaks a different language (allow them to use their language without making fun of their accent or incorrect syntax structure), how they can include someone who speaks a different language (asking them to teach you a few basic phrases, asking about their language in general), how they can respect them (correcting them if requested or confirming they are following if they are still learning the language- not condescending). This should take 20-30 minutes.

Now you can have students add any language(s) they know/ family knows to their paper and you can do it with them or model it first. This should take 5 minutes.

Homework:

**Day Three:** Ability- *Junkyard Wonders*
Materials: Paperdolls- displayed in room

Book(s)- depending on grade level

Copies of pictures in book to hand out or strips of paper and tape covering the words in the story for the books- depending on grade level

You can, again, refresh on the past two topics covered if the class needs it. You can have one or several of your students help you explain. This book may be above level for certain grades so you can abridge the book to fit your needs. Ability is a more private characteristic of a person so you can ask the class if they would like to share if they are differently abled or not. This is a good place to bring up terminology for abled versus differently abled whereas some people use disabled and others are quite opposed to it. Discuss why some would not prefer to be called ‘disabled.’ For the older students, they can read it to themselves and then have group discussions on how the students were treated in the book, how they would react to the bullying and then how to alter behavior if they, themselves, were the bullies. For the younger kids, you can focus on how other students’ knowledge of the differently abled affected them and how students can be harmful as a group and not know it. The older students can also cover the different types of different abilities. You can have the younger students do this as well, however you do not have to cover mental illness if you do not want to. Now you can ask how they would accept someone who is differently abled (not making fun of them for their difference), how they would include them (making sure they have proper accommodations such as an interpreter, an aide, ramps), and how they would respect them (not asking how they became differently abled, not treating them as if they are below or lesser). You can have them add abled/differently abled, or leave it blank, under their paperdoll. This is very personal so you should stress that nobody is forced to share their private information.
Homework:

**Day Four: LGBT+ Community- *And Tango Makes Three***

Materials: Paperdolls- displayed in room

Book(s)- depending on grade level

Copies of pictures in book to hand out

Activity: You can, again, refresh on the past three topics covered if the class needs it. You can have one or several of your students help you explain. The book used is based on a true story so you can bring in a copy of one of the newspaper articles or show a video from the news to start it with. You can ask if any of the students have heard of this event or book and how they/people around them reacted. This is a sensitive topic so you will want to stress the importance of the safe space and respect for others before you begin discussion. Some people may not share a positive view on this community and although you and other students may not agree, you should not allow yourself or others to be biased against the student(s). If some people are more educated on the community as a whole and want to share, you can have them help you explain why there are many letters (you do not have to cover them all) and that they encompass both sexuality and gender. This is based on level of students. If you can only get through the first four letters, that is a great broad place to start. Now, you can pass out the pictures from the book and talk about them. After hearing the story, what order do they think the pictures go in, how do you think they got the egg. You can also have them write their own dialogue for the story. For the younger children, you may have to first cover the basic, different types of families (i.e. single parent households, nuclear family, two mothers/fathers) before you introduce the book and you may not be able to cover even the first four letters.
Now you can open the floor up for any comments they want to make about the book, respectfully. You can allow them to have their own comments before you ask them about the meaning of family after hearing that book and if their opinion has changed from before. From here, you can start to bring up how others in the school as well others in the shows they watch and books they read could be from these families or other types of ‘different’ families such as mixed-race, immigrants, or differently abled (this helps to begin wrap up). You can now ask how they can accept people from this type of family or who are of that sexual orientation (such as being open to discussing details from that part of themselves and their life), how they can include them (not being afraid to sit with them at lunch or invite them for a playdate/hang out), and how they can respect them (simply not bringing up personal feelings over their life).

**Day Five: Wrap Up- Accept, Include, Respect (AIR)**

Materials: Paperdolls
Worksheets- in class activity
Activity: For the last day, you want to go over all four topics you broadly and briefly covered as well as the books that served as aides. You can remind them that these books are located in the library for them to read again as well as other books on the same or similar topics if they want to learn more (TUSD Schools only). When going over this, you can have students start taking down their paperdolls and then, while you’re all holding your own, discuss how these lessons have impacted their perspectives on these topics, others, and themselves. You can use a powerpoint for the last day to go over the answers they gave for each of the books on how to accept, include, and respect others and their differences. Using this tool, you can introduce the acronym AIR (Accept, Include, and Respect) to represent what you’ve had them do each workshop session.
You can explain that acknowledging differences in a respectful way should be as easy for them as breathing in air. When they breathe in, they can think of what they want; they would love to be accepted by others, then included, and if either of these cannot be reached (as acceptance is far harder to get to), then plain respect is great. When they breathe out, they should give to others however much they can give, whether that be respect, inclusion, or acceptance. The concept may have to be broken down further for younger grades. Now that they know what they have been doing, you can introduce different examples and give groups of four one each to have them solve the issue using AIR. The scenarios can cover multiple topics or only one depending on level as well as being about self or others.

Example: Sally has a younger brother in the same school as her named Ben. However, Ben is in a class where he has extra help with homework and does not process things as quickly as the other kids. Sally does not want other kids in her class to know he is her brother because she has seen some classmates, including people she considers to be her friends making fun of the students in that class, calling them “slow” and “retards who talk funny”. She does not want the other students to make fun of her since they are related, but she also does not like how they talk about those students. Her parents raised her to respect differences. What should Sally do?

Younger grades may have to complete this activity as a class. They can take their paperdolls home when you are completely finished with the workshops. It is your choice to have an end of workshop assessment or assignment. This can be in the form of a multiple choice test (not recommended), a book report where they can create their own scenario based off one of the books and AIR it, even a skit, poem or some type of arts based project to complete on their own or as a group.
Appendix B: AIR Illustration

AIR – RIA
by: Reanna Cotton

How should we engage others?
Respect
Inclusion
Acceptance

How do we want others to engage us?
Acceptance
Inclusion
Respect
Work Cited


