



Students create a class pledge about accepting others just as they are.



Flipchart paper or posterboard; Markers; Pens.

Total Prep Time: 5 mins.



As this is the last Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at [www.everymondaymatters.org](http://www.everymondaymatters.org). Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	• Integrated learning
• Communication	• Self-management	• High quality service
• Collaboration	• Social-awareness	• Collaboration
• Creativity	• Relationship skills	• Student voice
	• Responsible decision-making	• Civic responsibility
		• Reflection
		• Evaluation

## GOALS FOR THE WEEK

- Discover how our actions can build “COMMUNITY” and help others feel accepted just as they are
- Practice being our true selves and show others that they can do the same
- Find creative and welcoming ways to bring people together in a positive environment
- Understand how “COMMIT TO COMMUNITY” is an important part of this month’s theme, “MONDAY GETS ENGAGED”



## **STUDENT ACTIVITY:** **“PLEDGE OF ACCEPTANCE”**

- 1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “PLEDGE OF ACCEPTANCE”**
- 2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

**\*NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What does it mean to make a “PLEDGE”?**
  - Answer: To make a promise or “COMMITMENT”
- **What does it mean to “ACCEPT” others?**
- **What kinds of ways do you feel “ACCEPTED” in your life?**
- **What are some ways that you help others feel “ACCEPTED” just as they are?**
- **Do you think it is important to “ACCEPT” others?**
  - Why or why not?
- **How does building “COMMUNITY” involve “ACCEPTING” others just as they are?**
  - Do you think you can build “COMMUNITY” with others by rejecting other people’s true selves?
- **Have you ever felt “UNACCEPTED” by others?**
  - How did this make you feel?
- **Has it ever been hard to “ACCEPT” others the way they are?**
  - Why can it be challenging to do this?
- **Do you think you can grow to “ACCEPT” others more?**
  - Would you like to learn how to do this?
- **How can creating a “PLEDGE OF ACCEPTANCE” be a way to “COMMIT TO COMMUNITY”?**
- **Do you think “COMMITTING TO COMMUNITY” can help you “GET ENGAGED”?**
- **How might “ACCEPTING” others just as they are show them that they MATTER?**

- 3) SET UP THE “PLEDGE OF ACCEPTANCE” ACTIVITY:**

- **Explain:**
  - Some of us feel “ACCEPTED” a lot of the times, but many of us do not
  - It doesn’t feel good to not feel “ACCEPTED” just as we are
  - On the other hand, it feels really good to be “ACCEPTED” for who we are
  - Today, we’re going to learn a little about how we can “ACCEPT” others just as they are so the people in our lives and in our “COMMUNITIES” can know that they MATTER
- **Ask:**
  - Do you think that you “ACCEPT” others already?
  - Are you ready to learn more about how you can “ACCEPT” others the way that they are?

- 4) START THE “PLEDGE OF ACCEPTANCE” ACTIVITY:**

- **Set up the flipchart paper or posterboard and write “PLEDGE OF ACCEPTANCE” across the top with marker**
- **Explain:**
  - Today, we are going to work together to come up with a class “PLEDGE” about how we can “ACCEPT” others and help them know that they MATTER
- **Under the title, write: “Our class pledges to always accept others every day, everywhere, in every way. We will...”**
- **Then, discuss with students what kinds of things they can do to make others feel “ACCEPTED”, and what kinds of things make them feel “ACCEPTED” by others**
- **As you discuss with students, use what you discuss to add “PLEDGES” or “COMMITMENTS” to the “PLEDGE OF ACCEPTANCE”**

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- Make sure students agree and consent to each statement that's added to the "PLEDGE"
  - Take up to 10 minutes to discuss and create a class "PLEDGE OF ACCEPTANCE"
  - Once it is written or time is up, read the "PLEDGE" out loud as a group
  - When students feel good about it and think that it is final, have students come up and sign their name on the "PLEDGE" with a pen
  - Then, find a place to hang your class "PLEDGE OF ACCEPTANCE" in the classroom and refer to it as helpful and necessary

**5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY'VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:**

**\*NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- What was it like to create a "PLEDGE OF ACCEPTANCE" today?
- Do you feel good about the "PLEGE OF ACCEPTANCE" that you and your classmates made?
- Do you think it will always be easy to "ACCEPT" others just as they are?
  - Why or why not?
- Do you hope that others "ACCEPT" you?
- Do you think that this "PLEDGE OF ACCEPTANCE" can help you grow and be a more "ACCEPTING" and open person?
  - What is one way you are "PLEDGING" to grow so you can build "COMMUNITY" and "ACCEPT" others going forward?
- How might this "PLEDGE OF ACCEPTANCE" help you and your classmates build more "COMMUNITY"?
- Why is "ACCEPTANCE" important—and maybe even necessary—for "COMMUNITY"?
- How might it feel to show others that you care for and "ACCEPT" them the way that they are?
- How might "ACCEPTING" others be a way to "GET ENGAGED" in your "COMMUNITY"?
- Do you think "ACCEPTING" others will show them that they MATTER?
  - How so?
- What would the world be like if we all "ACCEPTED" each other more often?
  - How might it be a stronger and better "COMMUNITY" for all of us that live in it?

**6) THANK STUDENTS FOR WORKING TOGETHER TO CREATE THEIR "PLEDGE OF ACCEPTANCE" TODAY. REMIND THEM THAT THEY CAN ALWAYS PRACTICE "ACCEPTING" OTHERS, JUST AS THEY THEMSELVES WANT TO BE "ACCEPTED".**

**7) ENCOURAGE STUDENTS TO SEE "ACCEPTANCE" AND "COMMUNITY" AS CONCEPTS THAT THEY CAN GROW IN AND TO "COMMIT" TO GROWING, STARTING NOW. USE THE "PLEDGE OF ACCEPTANCE" AS INSPIRATION AND A HELPFUL TOOL AS STUDENTS BEGIN TO "COMMIT TO COMMUNITY" THROUGH "ACCEPTING" OTHERS.**

**8) CONTINUE EXPLORING HOW TO "COMMIT TO COMMUNITY" BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



## EXTENSION IDEAS:

**DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.**

- 1) Pledge Buttons:** Provide students each with a blank button or with cut-out cardstock and a safety pin. Have them decorate their own button that says “PLEDGE OF ACCEPTANCE” or a similar phrase. Then, encourage students to wear their buttons every day to share with others that they are people who “ACCEPT” others just as they are, and that others can come to them when they don't feel safe or just want to know that they MATTER.
- 2) Pass a Button Along:** Building off of the last extension activity, have students create more “PLEDGE OF ACCEPTANCE” buttons to pass out to others. They can give them out for free or have them sell them and donate the money to an organization that deals with human rights and “ACCEPTANCE” that you find and choose together as a class.
- 3) More Pledges:** Encourage students to create pledges for other important behaviors in their daily lives.

**“IT'S NOT ABOUT PERFECTION,  
IT'S ABOUT PURPOSE.”**

- BEYONCE