

SEL Activity

Authentic Invitations



grades 4-5



30 minutes

Objectives

- Explore how invitations are a form of kindness.
- Explore different types of invitations.
- Learn that nonverbal communication and tone often matter more than the words themselves.

Essential Questions

- How can extending invitations help us understand different perspectives?
- How is offering an invitation an act of inclusion?
- What are the various opportunities students might have to extend an invitation?

Vocabulary

Invitation: noun; a written or verbal request to include someone in an activity, conversation, game, or gathering.

Authentic: adjective; true to one's character; not false.

MATERIALS + MEDIA

Worksheet: [More Than Words \(PDF\)](#)

Video: [For the Birds \(3:25\)](#)

SEL CORE COMPETANCIES

Self-awareness: Authenticity
Social awareness: Perspective-taking
Relationship skills: Effective communication

Before you Begin

Print and cut out the cards on the [Worksheet: More Than Words \(PDF\)](#) so all students have one card.

Program Connections

This activity focuses on authenticity—a theme that runs through our core programs. To learn more, visit our [PROGRAMS](#) page.

THINK • GIVE

Watch: [For the Birds](#) (3:25).

Watch the video with no sound. Students should pay attention to the body language of the birds.

Ask: Do the birds seem inviting? Kind? Why or why not?

Watch the video a second time with the sound on. Students should consider how the video connects to extending invitations and understanding different perspectives.

Discuss:

- How did the different birds' body language, including facial expressions, show what they thought and felt?
 - What might have happened if one of the small birds understood the perspective of the larger bird?
 - How could an invitation have helped this situation?
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CONNECT + CLOSE

More Than Words

Hand out the cards from the [Worksheet: More Than Words \(PDF\)](#) (1 card/student). Everyone forms a circle. Start by reading the statement on your card aloud, using the tone and body language as described. Students either step into the circle to indicate that the statement feels authentic and kind or stay in their spot to indicate that it feels disingenuous and unkind.

Give everyone a few moments to look around the circle to see where everyone is standing, then invite a few students to share any reflections about how they received the statement, how it made them feel, and any other thoughts that emerged.

Students step back into the circle for the next round. A volunteer reads the statement on their card aloud using the tone and body language described. Again, students step into the circle if the statement feels authentic and kind or remain in their spot if it feels disingenuous and unkind.

ACTION

Explain: Every day, we give and receive casual invitations. The more people we invite into our lives, the more we expose ourselves to various perspectives. With this prompt, pay attention. Does someone need cheering up? Is someone being left out? A small, authentic invitation might demand bravery, but it will help you connect with someone, learn something new about them, and better understand their perspective.

REFLECTION

Lead a discussion or allow students to journal. Use the following questions as a guide:

- Describe the invitation you gave and to whom you gave it.
- What was the result of extending this invitation?
- How did your invitation enable you to understand a new perspective?