

# INCLUSION VOCABULARY

These cards are designed to help students, teachers, coaches, support staff, and administrators develop the communication tools needed in order to build inclusive spaces where everyone feels like they belong.

## How to use Inclusion Vocabulary Cards

1. Hang vocabulary cards wherever people can see them – in classrooms, hallways, locker rooms, and offices. Take a minute to share the definitions and questions as a way to encourage important conversations.
2. Introduce 1 card per day to your teams, classes, clubs, and leadership groups. Read the definition and questions aloud and then give 3 minutes of silent reflection time. Once everyone has had time to reflect on the vocabulary word, start a group discussion based on the question. Reinforce the concepts of kindness, empathy, and respect before, during, and after the discussion. Everyone has a responsibility for co-creating a safe space for discussion.



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# VOCABULARY INDEX

INCLUSION STARTS WITH YOU | TOOLBOX

## ALLY

An individual who supports and works to empower a group other than one's own (in terms of identities such as race, gender, age, ethnicity, sexual orientation, religion, etc).



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## BIAS

A form of prejudice that results from our need to quickly classify individuals into categories. Every human has biases. It's important to be aware of our biases.



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## COURAGE

Bold confidence that allows a person to persevere in the face of great challenge, uncertainty, discomfort, and fear.



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## DIVERSITY

A wide range of social identities, including race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, physical appearance, etc. Diversity also includes different ideas, perspectives, and values.



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## EMPATHY

The ability to understand and share the feelings of another.



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## EMPOWER

To provide the motivation, resources, and confidence to a person or a group so that they grow stronger and more confident in controlling their life and claiming their rights.



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## EQUITY

The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of an individual or group.



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## FREEDOM

The power or right to act, speak, or think as one wants without limitation or restraint.



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## INCLUSION

The act of creating an environment in which any individual or group will be welcomed, respected, supported and valued as a fully participating member. Inclusive environments embrace and respect diversity.



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## INTERSECTIONALITY

The understanding that a person can hold multiple identities that are related to gender, race, class, religion, professional status, marital status, socioeconomic status, etc.



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## KINDNESS

A feeling that causes a person to act in a friendly, generous, and considerate way toward others.



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## MICROAFFIRMATION

Small acts and behaviors that occur in an effort to provide generous support, empathy, respect, and empowerment to another person. Microaffirmations are used to actively listen and to recognize and validate feelings and experiences.



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## MULTICULTURAL COMPETENCY

A process of embracing diversity and learning about people from other cultural backgrounds. Key elements to becoming more culturally competent are kindness, respect, courage, and empathy.



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## POWERFUL

Having influence over people's feelings, thoughts, and/or behavior.



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## RESPECT

To appreciate someone or something because of their abilities, qualities, or achievements.



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## RESPONSIBILITY

An obligation to do something of consequence or to care for someone or something.



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## SAFE SPACE

An environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule, or denial of experience.



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## SUPPORT

To give help. To be actively interested in the success of a person, group, or community.



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## UNIQUE

Being the only one of its kind; unlike anything else. Remarkable and special.



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## VOICE

The ways in which an individual or group expresses a point of view, need, or specific intention.



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# ALLY

(noun)

**An individual who supports and works to empower a group other than one's own (in terms of identities such as race, gender, age, ethnicity, sexual orientation, religion, etc).**

You can be an **ally** for your classmates and teachers.

What does an **ally** look like to you in our community?

In what ways have you been an **ally** to your friends, classmates, and teammates?

What can you do in the future to be an **ally**?



# BIAS

(noun)

**A form of prejudice that results from our need to quickly classify individuals into categories. Every human has biases. It's important to be aware of our biases.**

One way to help control **bias** is to make contact and talk with people who are different from ourselves.

How could you start a positive conversation with a classmate who is in some way different from you?

What might that conversation sound like?



# COURAGE

(noun)

**Bold confidence that allows a person to persevere in the face of great challenge, uncertainty, discomfort, and fear.**

There are times when being an ally will take **courage**.  
Why is it important that we find the **courage** to create safe spaces for our friends, teammates, and classmates?  
What might that **courage** look like or sound like?



# DIVERSITY

(noun)

**A wide range of social identities, including race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, physical appearance, etc. Diversity also includes different ideas, perspectives, and values.**

In what ways does diversity improve the world around us?  
Can you make a list of contributions that have been made  
by people from diverse backgrounds?



# EMPATHY

(noun)

**The ability to understand and share the feelings of another.**

Everyone has gone through a difficult time when they needed other people to demonstrate **empathy** for them.

What does **empathy** look like? What does it sound like?



# EMPOWER

(verb)

**To provide the motivation, resources, and confidence to a person or a group so that they grow stronger and more confident in controlling their life and claiming their rights.**

In order to build safe and vibrant communities, we need to feel **empowered** to contribute in unique and positive ways.

Can you think of a person in your life who has **empowered** you to share your unique greatness with the world?

What did that person do to support you?



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# EQUITY

(noun)

**The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of an individual or group.**

It's important to acknowledge that we all didn't start from the same place, or have the same opportunities. Every journey is different. Why is **equity** important? What can you do to promote **equity**?



# FREEDOM

(noun)

**The power or right to act, speak, or think as one wants without limitation or restraint.**

Empathy, kindness, and respect help us defend the **freedom** of others. When we seek to understand diverse points of view, we allow people to share their unique greatness with the world.

In what ways has someone in your life helped defend your personal **freedom**? How did that make you feel?



# INCLUSION

(noun)

**The act of creating an environment in which any individual or group will be welcomed, respected, supported and valued as a fully participating member. Inclusive environments embrace and respect diversity.**

What does inclusion look like?

What does inclusion sound like?

What does inclusion feel like?



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# INTERSECTIONALITY

(noun)

**The understanding that a person can hold multiple identities that are related to gender, race, class, religion, professional status, marital status, socioeconomic status, etc.**

Every person has different aspects of who they are that work to make up their social identity. Understanding our own **intersectionality** can help us be empathic for others.

What are the different identities that help to shape who you are as an individual?



# KINDNESS

(noun)

**A feeling that causes a person to act in a friendly, generous, and considerate way toward others.**

When was the last time someone showed you kindness?

What did it look like? What did it feel like?

How can you pay that kindness forward?

What would that look like?



# MICROAFFIRMATION

(noun)

**Small acts and behaviors that occur in an effort to provide generous support, empathy, respect, and empowerment to another person. Microaffirmations are used to actively listen and to recognize and validate feelings and experiences.**

Looking at a person's eyes and nodding while they express themselves are simple microaffirmations that work.

Can you make a list of microaffirmations that demonstrate respect and support?



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# MULTICULTURAL COMPETENCY

(noun)

**A process of embracing diversity and learning about people from other cultural backgrounds. Key elements to becoming more culturally competent are kindness, respect, courage, and empathy.**

How can you start to purposefully build multicultural competency? What can you do to demonstrate kindness, respect, courage, and empathy?



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# POWERFUL

(adjective)

**Having influence over people's feelings, thoughts, and/or behavior.**

Your actions do influence people's feelings and thoughts.

You can be a **powerful** ally in your school community.

Make a list of 5 things you can do to positively influence the feelings of your classmates, teammates, and teachers.

How will you use your **power** today?





# RESPECT

(verb)

**To appreciate someone or something because of their abilities, qualities, or achievements.**

Our unique abilities and qualities make a contribution to our community of friends and classmates.

What are the unique contributions that you make that are **respected** by others? How does that make you feel?

How can you **respect** the unique contributions of others?



# RESPONSIBILITY

(noun)

**An obligation to do something  
of consequence or to care for  
someone or something.**

It is everyone's **responsibility** to contribute  
to an inclusive environment for all.

Behaviors have consequences.

What are 3 things that you can do today  
to take **responsibility** for creating a safe  
and inclusive school community?



# SAFE SPACE

(noun)

**An environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule, or denial of experience.**

Classrooms, teams, clubs, and school events should be **safe spaces** for all students and teachers.

What is 1 powerful thing that you can do right now to help create a **safe space** for others? What is 1 thing that you would like others to do for you?



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# SUPPORT

(verb)

**To give help.**

**To be actively interested in the success  
of a person, group, or community.**

Name 1 person who has **supported** you.

What did that person do to **support** you?

Name 1 person who could use your **support**.

What can you do to **support** that person?



# UNIQUE

(adjective)

**Being the only one of its kind;  
unlike anything else.  
Remarkable and special.**

The **unique** qualities of each individual helps to  
bring diversity to a community.

Think about a person that you like and admire.

What makes that person **unique**?

How does that person's **unique** qualities make  
the world a better place?

What makes you **unique**?



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# VOICE

(noun)

**The ways in which an individual or group expresses a point of view, need, or specific intention.**

You can use your **voice** to express support and solidarity.

Your **voice** adds unique color to the school community.

Your **voice** is a powerful tool for inclusion.

What is 1 way that you can use your **voice** to add to the positive diversity of the school community?

