



Inclusion Activity Plans for Meetings



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Inclusion Activity Plans for Meetings

The activities in this section directly address the Essential Elements of a safe environment and an inclusive environment. A safe environment does not just include physical safety, but emotional safety, too. In order to feel included, youth need to feel that they are safe to express their ideas, interests and concerns, without ridicule from peers or adults.

It is important that a tone of respect is set in your club, so that all members feel safe to be themselves and participate to their fullest.

Some of these activities generally help youth to connect with each other, while other more directly address issues of exclusion or bullying, without blaming or victimizing anyone. Even better, they are easy, engaging and fun!

Even if you do not see signs of exclusion or bullying, it is still a good idea to share these activities with your club. It is best if these activities are used proactively so that a culture of safety, respect and inclusion is established in your club.

All of the activities are appropriate for any age, but the first two are particularly fitting for Cloverbuds. The youngest members of your club have different needs. It is important to make sure that they feel included and that they are able to participate in meetings and activities. Some clubs even have Cloverbud Leaders and special activities for them to do during meetings. If you have a Cloverbud Leader, consider having them lead one of these activities at a meeting, either with the Cloverbuds or the whole club. If you do not have a Cloverbud Leader, consider adding it as an opportunity in your club.



The Fighting Mynahs

<http://www.tolerance.org/activity/cooperation>

The Fighting Mynahs

One early morning before the dew disappeared, two large mynah birds spied a ripe mango hanging from a tree. Sheltered from the hot sun, nourished by the rain, the fruit was perfect — a shining jewel fit for a king or queen.

The first mynah, an older bird who had survived many storms, moved toward the mango, cawing, "I've lived longer than you. I will eat this perfect fruit!"

Having never lost a fight, the second mynah answered, "I will rule after you're gone so the mango should be mine!"

"You're old and can learn no more," replied the younger bird, pushing out his chest.

Rising into the air, the mynahs challenged each other again and again, making a huge racket and stirring up dust and small stones.

In the midst of their battle, a mother and father sparrow pecked small pieces from the mango to feed their large hungry family. Flying back and forth from the nest to the fruit, the sparrows carried piece after piece into their fledglings' open mouths. Finally the children were full and fast asleep.

After hours of squabbling, the mynahs collapsed, tired and hungry. As they turned to look at their prize mango, much to their surprise, they saw hardly anything was left.

Discussion: Ask youth to define the word cooperation. Encourage them to think about things that they do in 4-H, at home or at school that require cooperation. Do they like working with other people? How would they have felt if they were a Mynah, or if they were a sparrow?

1. What were the causes of conflict between the mynah birds?
2. What do you lose when you fight and argue?
3. What do you gain when you cooperate?
4. What causes you to argue?
5. What one change could you make to be more cooperative at school? At home?

Expand:

Give members opportunities to explore cooperation and teamwork through various experiential games. Challenge groups of members to hold a small cloth or bandana taut and balance a marble size ball on top of an empty can placed on the cloth. See if all teams can travel across the room without letting the ball roll off.

The Crayon Box that Talked

Shane DeRolf, reprinted with permission from Random House, Inc.

While walking in a toy store, the day before today,
I overheard a crayon box with many things to say.
“I don’t like red,” said Yellow. And Green said, “Nor do I.”
And no one here likes Orange, but no one knows just why.
“We are a box of crayons that doesn’t get along,”
said Blue to all the others, “Something here is wrong!”
Well, I bought that box of crayons, and took it home with me,
And laid out all the crayons so the crayons could all see. . . .
They watched me as I colored with Red and Blue and Green,
and Black and White and Orange, and every color in between.
They watched as Green became the grass and Blue became the sky.
The Yellow sun was shining bright on White clouds drifting by.
Colors changing as they touched, becoming something new.
They watched me as I colored. They watched me till I was through.
And when I’d finally finished, I began to walk away.
And as I did the crayon box had something more to say. . . .
“I do like Red!” said Yellow
And Green said, “So do I!
And, Blue, you were terrific,
So high up in the sky!”
We are a box of crayons,
Each one of us is unique
But when we get together . . .
The picture is complete.



Discussion

This story is about a box of crayons that did not get along. At first they disliked each other, but they learned to value each other's unique qualities. The crayons in the box began to appreciate each other as they worked together to create a beautiful picture. Use this carefully created story to promote open-mindedness and cooperation and to dispel stereotypes about different groups of people.

1. Why didn't the crayons in this box get along?
2. Why did the little girl take the box of crayons home?
3. What did it take for the crayons to begin to appreciate each other?
4. What were the benefits of the box of crayons working together?
5. Are people sometimes like this box of crayons? In what ways do you think they are similar to the box of crayons?
6. Is the box of crayons similar to your club? How is it similar? How is it different?
7. Do you think this box of crayons became more open-minded toward each other? Were new friendships formed?
8. Each crayon had a unique quality that contributed to the picture. Think of two unique qualities you have as an individual. Share them with a partner or the group. Listen as your partner shares their qualities. Take note of any similar and/or different qualities that you and your partner have.
9. Pretend you and your friends were like this box of crayons. What would the picture that you color look like?

Activity

Ask members and families to each chose a color and write their name or draw something important to them to create a club picture – a rainbow, a clover, a collage, etc. See how all of the different colors of your club create a wonderfully colorful and complete picture.



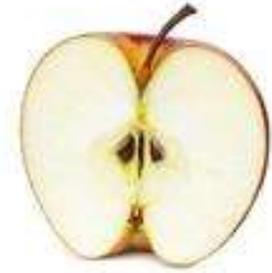
Write a Letter to Yourself

Write a letter including 10 ways in which you will intentionally work to create an inclusive environment in your 4-H club. The letter will be mailed to you in ___weeks to remind you of how you will work to be inclusive.



Complimentary Round Table

<http://pubs.cas.psu.edu/freepubs/pdfs/ui378.pdf>



Goal: To increase social skills by showing how our words affect people.

Time: 15 minutes

Supplies needed: Two apples and a knife

What to do:

Seat a group of six to eight participants at a round table. Take one apple and say something mean to it (for example, “I hate you.” “I don’t want to be around you.”), and drop it to the floor. The next person picks up the apple, is mean to it, and drops it. This continues around the table a couple times as everyone takes turns being mean to it and dropping it. Cut that apple in half and lay it in the center of the table, allowing it to brown. Take the other apple and, as each participant takes a turn holding the apple, have everyone else in the group take turns complimenting or affirming the person holding the apple. Continue until everyone in the group has been complimented by everybody else.

Discussion:

Lead the participants in a discussion of how being complimented feels. Were compliments easy to receive? Why or why not? Was it easier to be mean or to give compliments? Why? Ask if anyone wants the brown, battered apple on the table. Of course, no one does. Discuss how a lot of people feel like that apple—all bruised and battered because they’ve heard mean things all their lives. They feel like no one cares about them and no one wants to be their friend. Explain that our words can make people feel like that apple. Both youth and adults respond well to this activity. Youth and adults develop social skills as they become more sensitive to the feelings of others.

Inclusion/Exclusion

<http://pubs.cas.psu.edu/freepubs/pdfs/ui378.pdf>

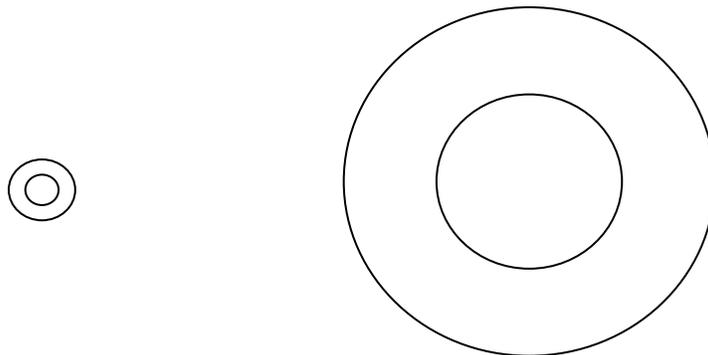
Goal: To experience the frustrations of being left out of a group or being ignored by its members and to explore the factors associated with the behaviors of insiders and outsiders.

Time: 15–20 minutes

Supplies needed: One sheet of paper for each group of five or six members; each paper should have a large number on it (1, 2, 3, 4, 5, etc.).

What to do:

Determine the number of members in the group and how many groups you can form with six or seven members in each group. Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups you determined earlier. (For example, assume you have 30 members in your club. That would allow for five groups of six members in each group. Therefore, you will need to select five volunteers.) Ask members to wait just a minute while you take the volunteers out into the hall. Tell the volunteers that you will be back to give them instructions in a minute. Return to the large group and ask them to get into groups of five or six participants and form a circle. It is okay if a few groups have a smaller or larger number than five. Tell the members that the goal of each circle is to keep the volunteers from becoming a part of their group. They should pick any subject and talk to each other. The subject may be planning a party or some other special event; each group should appear to be having a good time. The groups can use any means possible, except violence, to keep the volunteer from becoming a part of the group. The group may choose to stand very close together so that the volunteer cannot get into the circle. The group members may simply ignore the volunteers and not talk to them. Give each group a sheet of paper with the number of their group on it. Leave the larger group to form their circles and select their topics to talk about. Return to the volunteers in the hall. Tell the volunteers that their goal is to become a part of the circle that you will assign them to. Assign a number to each volunteer and remind them that their goal is to become a member of the group with that number. Bring the volunteers into the room and ask the circles to hold up their numbers. Allow the interaction to proceed for about three minutes. Then ask everyone to return to their seats.



Discussion: First, ask everyone to give the volunteers a round of applause for being brave enough to be volunteers for this activity. Thank them. Then lead them in a discussion of this activity. Tell them that in this situation they were asked to keep the volunteers out of the group. But in real life people do get excluded from groups and a lot of the time it is because they are thought to be different from people in the group.

Ask volunteers:

1. How did you feel about being excluded by the group?
2. How hard did you try to become part of the group?
3. What did you do to try to get in?
4. What did the group say or do to you to keep you out?

Ask group members:

1. How did you feel about excluding the volunteer?
2. How far were you willing to go to keep the volunteer out?

Ask everyone:

1. Can you think of a time when you felt different from everyone else? Maybe you were the only girl in a group that had all boys. Or maybe you were the only person who spoke English in a room full of people. Who can share a time when they felt different?
2. What is one word that best describes how you felt when you were the one who was different? (Write these on a blank overhead or wall sheet.)
3. Have you ever been excluded from some group that you wanted to join? Why did you want to join them, and how did they exclude you?
4. Think about some people at your school that you consider different from you or the kids you hang around with. I'm sure everyone can think of at least one person that you think of as being different. Do you have that person in mind? Raise your hand if you have that person in mind. Now, here comes the hard part: Think of at least two ways in which that person is the same as you. So, as you can see, although we are all unique and are in many ways different from everyone else, we are also the same in many ways.
5. What is the most important thing you learned from this activity?
6. Based on your experience in this activity, would you change any of your behaviors at school?
7. How could we make it easier for outsiders to join our group?

A Contract on Bullying

<http://www.tolerance.org/activity/contract-bullying>

The mini-unit involves two steps:

- I. Identifying and defining the types of bullying
- II. Signing a contract

Help youth identify or name what they are seeing, feeling, hearing and experiencing. It is much easier to get to the root of individual problems if youth are able to verbally share what is going on.

II. Identifying and defining the types of bullying

Supplies needed: butcher paper, markers

Time: 30-45 minutes

What to do:

There are four major types of bullying you should discuss with your club: verbal, physical, social and intimidation. (Physical can leave marks, verbal can be heard, and social bullying is heard by others. Intimidation can come in the form of a look, gesture, or a comment. Whether it is really bullying is up to the recipient.)

Divide members into four groups and ask each group to define one type of bullying. Ask them to think about what it looks like, feels like and sounds like. Have them brainstorm a list on butcher paper.

Discussion:

Come back together and have each group present what they wrote. Members of other groups should feel free to add ideas of things they feel are important but were missed. It is usually easy to identify verbal and physical bullying, but it can be harder to identify social and intimidation bullying. If members are struggling, ask them some guiding questions. Also, you can help by explaining that social and intimidation bullying often lead to verbal or physical bullying. What sort of actions do they observe that might be the start of bullying?

"Just kidding" actions can be used as an example. These supposedly lighter comments made right after members insult or threaten someone are intended to make bullying a joke and acceptable. "You are such an idiot ... just kidding." "I am going to kick your butt ... just kidding."

If a person hears this too often, they may begin to believe the threat or insult. Discuss the importance of recognizing that these comments are still bullying even if they are followed with "just kidding." Not doing so and therefore accepting the insult will only empower the bully to take the next step.

III. Contract

Supplies needed: Contract

Time: 30 minutes

What to do:

The final step is an anti-bullying contract. The club should brainstorm consequences for those who choose to bully others. After the club has reached consensus on consequences, each member signs a contract through which he or she agrees to be a positive leader in the club and community, and also to abide by the consequences agreed upon. Every group is different, every year is different, but it is important that members are able to empower themselves and each other.

Expand:

Identify traits of the bullies and victims, as well as strategies for dealing with bullies and victims. Contact Teale Greylord at teale@astop.org to come into a meeting and speak about Bullying Prevention and other important topics.



Discovering a Friend: Me Bag

<http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=41201>

Goal: Identify and learn to respect individual differences in people.

Time: 15 minutes

Supplies needed: Brown paper lunch bag, markers or crayons, enough small strips of paper for each member to have at least 5.

Background:

I'm sure you have heard people say, "Never judge a book by its cover." Well, it's true about people, too! Youth begin to form ideas about themselves and other people at a very young age. Early on youth are exposed to television, books, magazines, photographs, and interactions with people where they learn how others view people like themselves. Uncomfortable reactions can alert youth to the negative significance some people put on differences. In other words, the differences in eye or skin color can simply become a category of human variation — or those differences can take on a particular negative significance.

In youth development we are surrounded by opportunities to teach diversity every day. It is an essential piece in creating welcoming environments for our clubs. Helping youth explore, identify and celebrate the unique qualities of others is an important part of growing up and will help them for the rest of their lives.

What to do:

Give each youth a brown paper bag and a marker or crayon. Ask them to write on one side of the bag all the things that an acquaintance might think about them just by looking at them. This should be done so others cannot see their lists. When everyone is done, hand out several small strips of paper to each person. On these slips, tell them, "Write down some things that others may not know about you unless they talk to you or get to know you better. As you finish your slips, place them inside the bag." (Remind youth only to write down things that they feel comfortable sharing with the group.)

When everyone is finished, line up the bags in a row with the blank side of the bag facing away from the youth. Give each youth a different bag and have them read the slips of paper inside the bag. Ask them if they are able to figure out who the person is from the information inside the bag. Once they have guessed, have them turn the bag around and read what is on the outside of the bag. Ask them again if they know whose bag it is. Return the bags to their owners and have each youth share their bag with the group.

Then one by one in the group, ask the youth: What strengths does this person have?

What does this person contribute to the group? What have you learned about this person that you did not know before? What might be a good career for this person?



Discussion:

- What are some things that we have in common with each other?
- What things can you tell about the person from looking at the outside of the bag?
- What things can't you tell about the person from looking at the outside of the bag?
- What makes you unique to the group?
- What things were you surprised about that you learned from the group?
- Why is it useful to know how other people view you?
- From now on, how will you learn about a new person?

Helpful Hints:

Don't rush through this activity. Make sure you leave enough time for discussion. If you have a large group place time limits: 5 min for writing on the outside of the bag, 5 minutes for filling out the slips, 5 min to read the slips, 5 min to read the outside of the bag. This allows you to have more time for the reflect and apply questions.

NOTE TO FACILITATORS

Be prepared to handle sensitive topics including: ethnic diversity, sexual orientation, religion, disability, income level, race, color, national origin, gender, age, political beliefs, marital status, or family status.

Make sure to keep the discussion on track and not to single out any participant.

If you are working with younger youth be aware that you may need to explain things more clearly.

Core Samples

<http://www.tolerance.org/activity/core-samples>

Goal: Identify one's own core values; create a shared set of core values

Supplies needed: a piece of paper for each member, a large piece of paper (i.e. poster board), markers or crayons

Background:

Core samples are fascinating columns of rock and mineral cut from deep below the earth's surface with a drill. They are marbled with shades of color that serve as a record of the history and composition of a particular piece of land.

The following activity is designed to help members think about their core values. These core values can be discussed as members examine their own behavior.

What to do:

Ask members to divide a piece of paper into three columns. Label the first column "Community." Discuss what communities members belong to: the club, their school, the neighborhood, etc. Ask members what characteristics they value in themselves as they interact with their communities. What traits should a member of a community have? Have members list the traits that they believe community members should possess in the first column.

Label the second column "Family." Here, members list traits that a family member should have. Ask: "What role do you play in your family? How do you think people in a family should behave?" Some characteristics from Column One may repeat in Column Two. Label the third column "Friends." Members should fill in the third column with traits they value in their friends. Ask: "How do you strive to be as a friend? What do you expect from your friends?"

Now you can discuss these core values together. Write a master list on the board. Members do not have to come to a consensus about which core values are correct, but it is interesting to see the variety of core values that people hold. Ask: "What traits show up in all three columns? Why? Which traits do many of us value?" The discussion should help them understand that different people value different things.

Discussion:

Continue the discussion by examining how these values affect our actions.

1. Do these core values influence the decisions you make? How?
2. Can core values conflict with one another?
3. What are the core values of our 4-H club?





Inclusion Quilt

Camryn Krause, VISTA, UW-Extension Fond du Lac County

Goal: Recognize and appreciate differences while creating a welcoming and inclusive environment.

Supplies needed: large space on the wall or a large piece of butcher paper, one paper square for each member, crayons or markers, tape

Background: It is important that youth and their families feel that they have a place to belong, and 4-H is meant to provide a space for belonging! Therefore, it is important that 4-H clubs and activities foster and promote behaviors that make all feel welcomed and included. 4-Hers should also promote inclusion in their communities.

Belonging isn't about blending in, but it is about being accepted. It is important that individual differences are appreciated and similarities across the group are celebrated. This activity provides a space for individuals to express themselves on their own individual square. It also shows how each square is needed to make up the larger quilt. All of the squares are held together as one whole, displaying differences and similarities, showing that both are important in order to create the best final product!

What to do: Decorate your quilt square in any way that represents you. Draw your family, your friends, your favorite place to go, or draw a creative picture with your favorite colors! Draw any image that positively represents you and/or the things you like. When you are finished, add your square to the quilt, in any open spot! See the quilt grow as other people add their own squares.

Discussion:

1. Do you see similar things in some of the pictures?
2. Are there things you see that you didn't know about someone?