



# Exploring Leadership

## SOCIAL AWARENESS: INCLUSION

As members of groups, we understand the importance of "belonging" in order to feel comfortable within that group. Inclusion is often taken for granted—until we find ourselves in a situation where we don't quite fit in. Sometimes, our differences can seem so big that instead of embracing others, we end up shutting them out. But true inclusion means making sure everyone feels welcome, no matter how different they are.

### CONVERSATION STARTER:

After watching the video with James listed in the 'What You'll Need' box, can you recognize your own strengths and weaknesses?

Being inclusive requires intentional effort. Too often, people believe it's the responsibility of the person left out to find a way to fit in. But that's like expecting a patient to heal themselves while the doctor does nothing. It's everyone's responsibility to make sure no one feels left out in the first place. True inclusion means making space for everyone, no matter their differences.

### KEY OBJECTIVES:

- Understand the importance of belonging and inclusion.
- Identify ways to help others feel they belong.

### WHAT YOU'LL NEED:

- Ailment Cards cut apart (see Appendix A)
- Band-aids
- Computer/Projector to show YouTube video:  
<https://www.youtube.com/watch?v=QXY5TyCUTIo> (3:06 minutes)
- One Inclusion Scenario for each group (see Appendix B)

## EXPLORATION ACTIVITY:

When a doctor offers only one "treatment," some people feel excluded, just like when we fail to include others in our social groups. Everyone deserves to feel that they belong. Unfortunately, focusing on our differences can lead to exclusion instead of welcoming acceptance.

### FACILITATION TIPS:

- As groups discuss strategies for inclusion in their assigned scenario, encourage them to brainstorm multiple ideas, not just one.
- Remind youth to use empathy when deciding if a strategy is realistic.
- Give each youth an "Ailment Card" and explain that, in order to participate, they must receive the right treatment.
- The facilitator walks around, dramatically handing a band-aid to each person, saying things like, "Here you go! This will help you feel better in no time!"
- When youth start to complain, ask, "Why doesn't this treatment work?" (They will quickly realize that a band-aid won't help someone with a sore throat or a broken wrist.)
- Continued on next page...



## EXPLORATION ACTIVITY (CONTINUED):

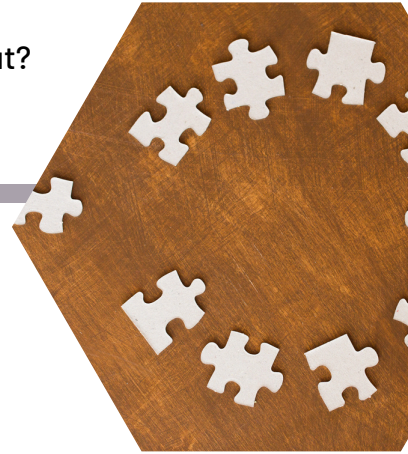
- Divide the group into teams of 3-4.
- Provide each group with an 'Inclusion Scenario' and allow 4-5 minutes to discuss strategies for including the person in their scenario as a contributing member.
- Each team should select one person to read their scenario and another to share their strategies with the group.
- The larger group can offer additional suggestions.

## REFLECTION QUESTIONS:

- Why is it sometimes difficult to include people who are different from us?
- What obstacles might the person in your scenario face when trying to participate in 4-H activities? What adjustments could be made to make these activities more inclusive?
- What did this exercise prompt you to consider that you typically don't think about?

## APPLICATION DISCUSSION:

- Can you remember a time when you felt left out or excluded? Do you think the people excluding you were aware of what they were doing?
- How can the inclusion strategies discussed today help you in real-life situations?



## CONCLUSION:

Some people think it's up to those who feel left out to find a way in, but that's like expecting a patient to heal themselves without help. Instead, it's everyone's job to ensure no one is left out. We all share the responsibility of helping others feel welcome and included. Inclusion is important in every group because when everyone can participate, the team gets stronger, leading to better outcomes for everyone.

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## REFERENCES

- Student Activities to Promote Diversity, Inclusion and Empathy <https://www.gettingsmart.com/2016/10/student-activities-to-promote-diversity-inclusion-and-empathy/>
- <https://dasa.ncsu.edu/wp-content/uploads/2019/03/Inclusion101TrainingGuide2012-NASPA-2019.pdf>
- Learning for Justice <https://www.learningforjustice.org/mix-it-up/activities-before-mix-it-up>
- Inclusion Makes the World More Vibrant <https://www.youtube.com/watch?v=QXY5TyCUTIo> (3:06 minutes)
- Cultivate Inclusion <https://www.youtube.com/watch?v=H2vzTkP5cU4> (4:01 minutes)
- College of Food, Agricultural, and Environmental Sciences <https://cfaes.osu.edu/>



## APPENDIX A:

### AILMENT CARDS

Give one "ailment card" to each student. Copy and cut out as many as you need. It's okay if more than one student has the same card.

sore throat	headache	black eye	chicken pox	scraped knee	paper cut
common cold	sore muscles	stomach flu	rash	bee sting	cold sore
broken arm	ear infection	concussion	broken leg	hangnail	strep throat
dizziness	food poisoning	sunburn	blister	broken thumb	toothache



## APPENDIX B:

### 4-H INCLUSION SCENARIOS

#### Scenario #1

Andy uses a wheelchair. He wants to be involved with and participate as much as possible. However, he faces challenges with accessibility, like navigating stairs or joining games that involve running.

#### Scenario #2

Charlie has a severe latex allergy, which means that even small amounts can be very dangerous. He wants to join team-building activities and other youth events but needs to ensure the environment is latex-free.

#### Scenario #3

Shelby has autism and does best in small groups. She prefers to sit by herself when she needs space. Loud, crowded spaces, like the school cafeteria, can be overwhelming for her.

#### Scenario #4

Sara has ADHD and uses medication during the school year, but her parents pause it during the summer. Without it, she feels extra energetic and finds it hard to focus in meetings. However, she can concentrate well when working on her robotics project.

#### Scenario #5

Sofia's family recently moved from another country and is adjusting to their new environment. Her parents are still learning English and learning about the 4-H program. They are concerned that some activities may not align with their cultural values and heritage.