As members of groups, we understand the importance of "belonging" in order to be comfortable within the group. Inclusion is probably a concept we do not give much thought to until we are faced with situations in which we feel we do not belong. Sometimes we can’t see past our differences, so we exclude others rather than welcoming and accepting them. Inclusion means including everyone, regardless of differences.

CONVERSATION STARTER:
- After watching James in the video shown in "What You'll Need" box, are you aware of your own strengths and weaknesses?

To be inclusive, you have to make an effort. Many people still believe it is the responsibility of the excluded to find a way in, but that would be like expecting the patient to cure his own illness while the doctor does nothing. It is everyone’s responsibility to make sure no one is left out to begin with. We all need to do our part in making others feel welcome and a part of a group.

EXPLORATION ACTIVITY:
By presenting only one “treatment,” the doctor excludes most of us. This is exactly what we do when we don’t make the effort to include different people in our social groups. Everyone needs to feel like they are a part of something. Unfortunately, sometimes we can’t see past our differences, so we exclude others rather than welcoming and accepting them. Inclusion means including everyone, regardless of differences.

FACILITATION TIPS:
- Facilitator walks around dramatically handing a band-aid to each person, saying doctorly things like, “There you go! You'll feel better in no time!”
- As the grumbling escalates, ask: “What's wrong with this method of treatment?” [They will quickly establish that a band-aid might be a good treatment for someone with a cut, but it isn’t going to help the guy with the sore throat or the girl with the broken wrist.”]
- Divide up into groups of 3-4.
- Hand one Inclusion Scenario to each group and give them 5 minutes to discuss the inclusion strategies they would use to include that person in their group. Specifically, what could they do to ensure that the person is an active, contributing member of the group?
- One representative from each group should then read the scenario aloud to the entire group, and another representative will present the group’s suggestions.
- Other ideas may come from the group at large.

KEY OBJECTIVES:
- Understand the importance of belonging and inclusion.
- Identify ways to make others feel they belong.

WHAT YOU'LL NEED:
- Band-aids
- Computer/Projector to show YouTube video: https://www.youtube.com/watch?v=QXY5TyCUTlo
- Copies of the Inclusion scenarios (Appendix)

Exploring Leadership Series, Social Awareness: Inclusion
APPLICATION DISCUSSION:

- When was the last time you felt “left out” or excluded? Did the people who excluded you know they were doing it?

- How might some of the Inclusion strategies you heard today benefit you in real life?

CONCLUSION:

Many people still believe it is the responsibility of the excluded to find a way in, but that would be like expecting the patient to cure his own illness while the doctor does nothing. It is everyone’s responsibility to make sure no one is left out to begin with. We all need to do our part in making others feel welcome and a part of a group. Inclusion is very important in all the groups you will encounter in life because allowing every individual to participate and contribute makes your team stronger, which means better outcomes for you.

REFERENCES

- https://www.learningforjustice.org/mix-it-up/activities-before-mix-it-up
- https://www.youtube.com/watch?v=2g98Ju6nkcg
- https://www.youtube.com/watch?v=0XY5TyCUTlo
- https://www.youtube.com/watch?v=H2vzTkP5cU4
- https://cfaes.osu.edu/
APPENDIX:

4-H Inclusion Scenarios

Scenario #1
Andy is in a wheelchair. He wants to be involved with other youth and participate as much as he can. However, he cannot use stairs or play any games that involve running around.

Scenario #2
Charlie has a severe latex allergy. Any type of interaction with it makes it very difficult to breathe. He wants to enjoy team building activities as well as other youth activities.

Scenario #3
Shelby has been diagnosed with autism. She can handle being in groups, as long as they are small and she can sit by herself. She does not handle noisy and crowded scenarios (like a school lunchroom) very well.

Scenario #4
Sara has ADHD. She is on medication for it during the school year. However, her parents take her off of it during the summer. She is in constant motion and cannot concentrate during the meetings, if she is not on her medication. When she is working on her robotics project, she is fine.

Scenario #5
Janine’s family recently moved here from another country. Her parents are not fluent in English. They do not understand the 4-H program and are very hesitant to allow her to join a program that might encourage activities or beliefs that do not fit into their cultural heritage.