



Inclusion, Diversity and Equality of Opportunity





Purpose: To motivate and equip participants with the knowledge and skills to promote inclusion, diversity, and equality of opportunity within their everyday lives.

Participant learning objectives:

1. Increase knowledge and understanding of how to create a more inclusive and welcoming environment
2. Understand role to play in promoting inclusion, diversity, and equality of opportunity

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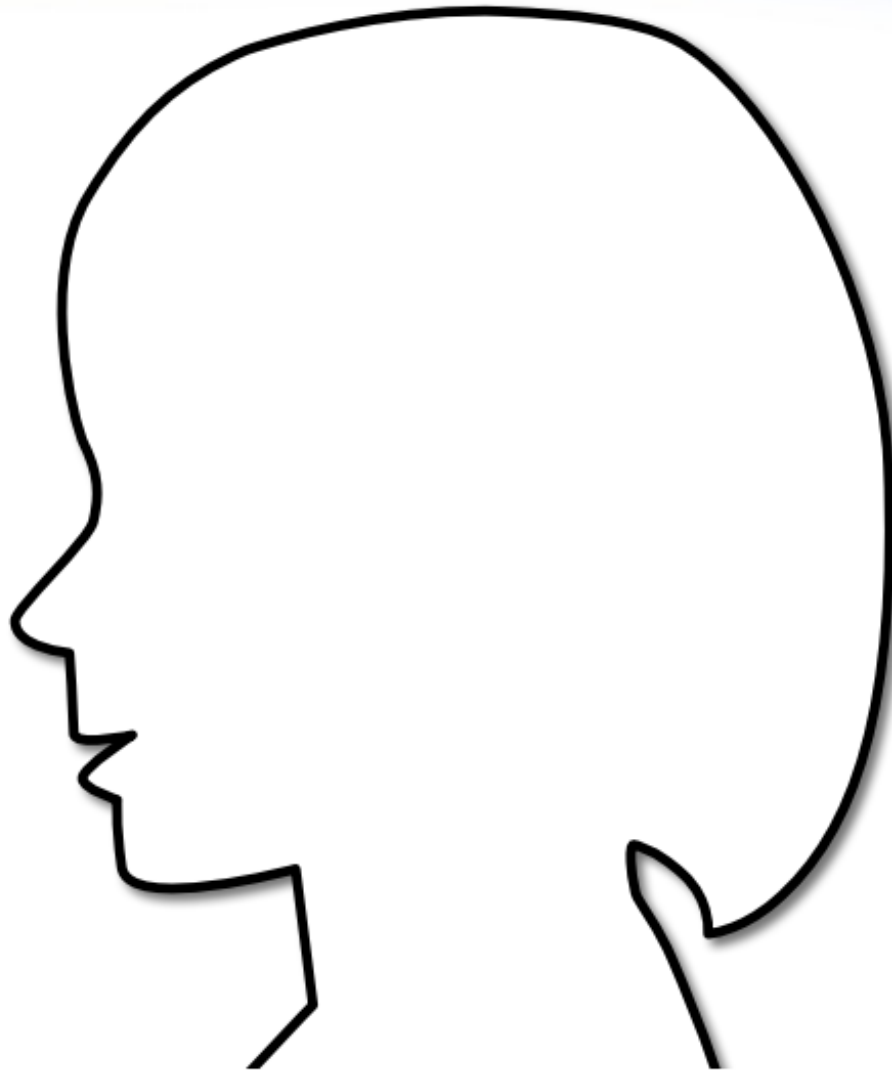
CONTENT	METHODS/ RESOURCES <i>Slides 103-110 can assist with this session.</i>	APPROX. TIME
<p>Pledge Check-In</p>	<p>Check in with participants how they got on with their pledge throughout the week. Ask them:</p> <ul style="list-style-type: none"> • How did you do? • Did you make a big change? • Did you practice three new everyday habits? • How did these make you feel? • Did family or friends notice a change in your behaviour? <p>Remind participants to be proud of themselves for everything they have achieved to date and to keep up the good work!</p>	<p>20 minutes</p> 

<p>Group Discussion – Welcome to Our Club</p> 	<p>Resources: Flipchart Markers</p> <p>Split participants into smaller groups of 3-5. Ask them to brainstorm ideas/ ways in which they can make the club more inclusive, diverse, and welcoming to everybody. Ensure to establish boundaries on time/ cost/ practicalities before young people begin to brainstorm. Encourage them to think of ideas which fall within the capacity and resources of the club. They will likely come up with ideas such as culture nights, trips/ experiences, inviting new families into the centre etc. Try to also get them to think about what barriers may be in place that stop people from going to or enjoying the youth club. For instance, maybe there are language barriers? Maybe someone has limited physical ability and can't participate in sports? Maybe someone is sensitive to noise and there is loud music playing every night?</p> <p>Remember – Every idea is a good idea!</p> <p>Debrief: Was this hard/ easy? Would you consider your club to be diverse, inclusive, and welcoming? Is there room for improvement? How can you all work together to help make these things happen?</p>	<p>30 minutes</p>
<p>Talking Heads</p>	<p>Resources: Talking Head Templates X 2 Creative art materials</p> <p>Reinforce that participants have a role to promote inclusion, diversity, and equality of opportunity. We all have a duty to make sure that everyone is treated fairly, with dignity and respect, and that everyone has an equal chance to develop and reach their potential. Highlight that we also have a duty to stand up when you or others are being treated unfairly. It is important to help everyone feel safe and valued, and it is important to feel proud for taking action!</p> <p>When you do the right thing, others will be encouraged to do the same, and you will feel good!</p> <p>To promote EDI within the club, you are going to create a vibrant display of talking heads. Provide each participant with a 'talking head' template. Ask them to create some short statements that they think will provoke good thoughts about inclusion, diversity, and equality of opportunity. Ask them to practice writing them so they have real impact! When they feel ready, they can write their statement on their talking head.</p> <p>Encourage lots of bright design to make them look really engaging, bright, and colourful!</p>	<p>60 minutes</p>

Club Motto	<p>Arrange the talking heads in an engaging display that is visible for everyone to see in the youth centre. This will have a lasting impact on the young people, and they will be reminded of what they learned and how to promote EDI, whenever they revisit the images. Include a club motto which encapsulates the theme of EDI running through the club. Provide space for the young people to brainstorm and contribute ideas to the discussion.</p> <p>Re-iterate the role that young people play in promoting a safer and more welcoming society for everyone, where diversity is celebrated, and everyone has a fair chance of success and happiness. Highlight that this role extends beyond the youth club, but into schools, sports clubs, local community, the wider society, and all the interactions which take place in our everyday lives!</p>	20 minutes
End Baseline Assessments	<p>Resources: End baseline assessments</p> <p>Remind participants of the importance of an end baseline - to help measure their potential and to help measure progress they have made throughout the programme. Explain that this second assessment will allow the worker to compare knowledge and understanding before and after.</p> <p>Baselines should be completed independently however clarify any questions/ queries with individuals as they arise.</p>	20 minutes
Overall Evaluation	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p> <p>It is recommended that facilitators conduct a more complete evaluation at the end of the programme, collating written feedback from young people, co-facilitators, and any other stakeholders.</p>	30 minutes



Talking Heads







BASELINE ASSESSMENT - END

TO BE COMPLETED INDEPENDENTLY AT THE END OF THE PROGRAMME

Please circle your answer.

How satisfied are you with the programme you participated in?	Very Satisfied		Satisfied		Not Satisfied
Rate the following (1 being low/ poor; 5 being high/ excellent):	Low/ Poor			High/ Excellent	
Knowledge on diversity within your youth club/ community:	1	2	3	4	5
Ability to use correct language when talking about difference:	1	2	3	4	5
Ability to display correct behaviours when talking about difference:	1	2	3	4	5
Attitude towards diverse groupings:	1	2	3	4	5
Ability to be inclusive and fair:	1	2	3	4	5
Confidence in challenging negative or disrespectful behaviours from others:	1	2	3	4	5

Learner Name:

Club:

