



# Inclusion, Diversity and Equality of Opportunity




**Purpose:** Participants explore the concept of empathy and can use empathy to change their behaviours and build better relationships.

**Participant learning objectives:**

1. Understand what the term empathy means
2. Be able to use empathetic understanding to change behaviours and build better relationships

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CONTENT	METHODS/ RESOURCES <i>Slides 73-83 can assist with this session.</i>	APPROX. TIME
<b>All Rise!</b>	<p>Introduce today’s session by asking participants to stand up if they have ever been judged before. The likelihood is everyone in the group has been judged before. Then ask participants to stand up if they have ever judged someone before. Again, the likelihood is that they have!</p> <p>You can repeat this exercise by focusing on today – have they judged or been judged today?</p> <p>Introduce today’s topic by explaining to participants that judgements are part of life. It is important that we realise and understand how our judgements and our actions make other people feel. The ability to do this is called empathy.</p>	10 minutes
<b>Labels – Activity</b>	<p><b>Resources:</b> Sticky labels or blank name tags X number of participants (On 90% of the labels write positive things such as, ‘Smile at me’, ‘Say, ‘Hi’’, ‘Pat me on the back’, ‘Shake my hand’, ‘Give me five’, ‘Give me an "okay" sign’, etc. Use other responses that are typical for the group. On 10% of the labels, write, ‘Turn away from me’).</p> <p>Begin by asking participants if they think we sometimes label people because they belong to different groups. Tell them that the labels we put on people often limit their participation in groups.</p>	

Tell the young people that you are going to give them each a sticker. Tell them that you will put it on their foreheads so that they cannot see what it says. Distribute the labels randomly. Ask everyone to remain quiet and not reveal to each other what their labels say. When everyone has a label, ask participants to get up and walk around as if they were in the lunch hall at school or at a party. Remind them that they should not reveal what is on anyone else's label. Let them mingle for 4 to 5 minutes, then ask them to return to their seats without looking at their labels.

Ask participants the following questions:

1. How were you feeling?
2. Without looking at your label, do you know what it says? How do you know?
3. All of you who think you have the 'Turn away from me' label, please come and stand together in front of the room. How did you feel?

Allow everyone to look at their labels now. Explain that all of us have experienced times when we felt like we were wearing a 'Turn away from me' label — when we felt left out or targeted. However, some groups experience this more than others, even regularly. Ask participants: What are some groups in your school/ community/ youth club that get targeted or left out? What groups in society seem to have a 'Turn away from me' label on them? (Some examples include people with disabilities, people of a different religion, people of a different race, people who speak with an accent, underprivileged people etc.).

Remind them that no one said anything negative to them; it was just in our non-verbal communication—our body language and our expressions. Without words, they got the message. Point out that 94 percent of all communication is non-verbal. We need to pay close attention to our body language and non-verbal expressions as well as our words.

End with the following additional questions:

- What do people from groups that are left out or excluded sometimes do? (Sometimes they get together, form their own groups, and isolate themselves; perhaps this happened during this activity.)
- Any new thoughts about why members of excluded groups act in society the way they do?
- Any new insights on how being in an oppressed group feels?



## Odd One Out

### Resources:

One numbered sheet of paper for each group

Determine the number of participants in the group and how many groups you can form with 5-6 participants in each group. Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups.

Tell the volunteers to wait outside of the room.

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 students 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 outside of the room. 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.

**Debrief:** Ask the volunteers how they felt being excluded by the group.

How hard did they try to become part of the group?

What did they do to try to get in?

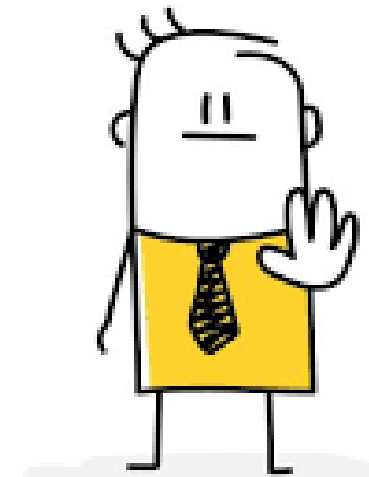
What did the group say or do to keep the volunteers out?


Now ask the group members how they felt excluding the volunteer?

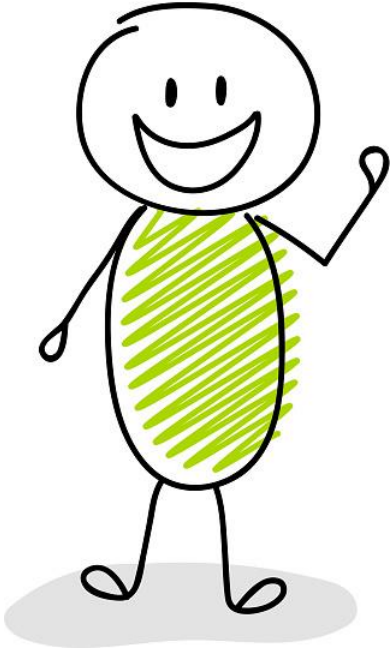
How far were they willing to go to keep them out?

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.

30 minutes



<p><b>The Bruised Apple</b></p>	<p><b>Resources:</b> Two apples Knife</p> <p>By this stage, participants should understand that actions and body language can impact a person’s feelings. This activity will help participants understand how our words can impact people’s feelings.</p> <p>Seat half of participants in a circle. Take an apple and say something mean to it (for example, ‘I hate you’, ‘You are ugly’ etc.), and drop it to the floor. The next person picks up the apple, is mean to it, and drops it. This continues around the circle as everyone takes turns being mean to it and dropping it. Cut that apple in half and lay it in the centre of the circle, 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.</p> <p><b>Debrief:</b> 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?</p> <p>Ask if anyone wants the brown, battered apple on the floor. 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.</p>	<p>20 minutes</p> 
<p><b>Describe that feeling!</b></p>	<p>Go through slides 76-80 and ask participants to describe the emotions/ feelings that someone might feel if they were in these situations.</p> <p>Highlight that there are lots of different emotions that we feel, some are good, and some are bad.</p>	<p>15 minutes</p>
<p><b>Reflections</b></p>	<p><b>Resources:</b> Post-Its Pens</p> <p>Ask participants to form a circle. Provide everyone with a post-it and a pen and ask them to write down a situation where they felt judged or discriminated against because of an aspect of their identity. This activity requires quite a lot of trust between group members so it may</p>	<p>30 minutes</p>

	<p>be useful to re-visit the contract and re-establish boundaries before commencement of activity. Inform participants they can be as open and transparent as they feel comfortable. Now ask everyone to fold over their post-it and place it in the centre of the circle. It is the facilitator's role to mix up all the post-its, so we no longer know which post-it belongs to whom.</p> <p>Go around the circle and ask each participant to pick up a post-it. They must read out the situation on the post-it and describe how that person would have felt. Continue until all participants have had a turn.</p> <p><b>Debrief:</b> How was this activity? Did it bring back any feelings? Did the person reading out your post-it accurately describe how you were feeling?</p>	
<p><b>Positive Affirmations</b></p>	<p><b>Resources:</b>  Paper  Pens/ Markers</p> <p>Inform participants that we should be more caring and kinder to one another and focus on the positives that we see in people. This will ultimately make us happier too!  This next exercise should leave participants feeling good about themselves and feeling good about others within the group. Provide everyone with a page and pens/ markers. Ask participants to:</p> <ul style="list-style-type: none"> <li>• Draw around your hand</li> <li>• Write your name on your palm</li> <li>• Pass your handprint to the person on your left</li> <li>• As you receive each person's handprint write one positive comment/ word about that person</li> <li>• When you get your handprint back – SMILE!!</li> <li>• These are all the positive things that make you – YOU!</li> </ul> <p><b>Debrief:</b> How do the positive messages on your page make you feel? How did it feel saying nice things about others? If we 'walk a mile in another person's shoes', we can begin to understand how other people are feeling and we can build better relationships from this. Re-iterate that we should treat others how we would like to be treated.</p>	<p>30 minutes</p> 
<p><b>Evaluation/ Check-Out</b></p>	<p><b>Resources:</b>  Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>