

International Junior Branch Presents:
The Exclusion Theme Activity Packet, 2006

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Purpose of packet

This packet is meant to INSPIRE Junior Branches! Take the activities back to you own junior branches; run them as they are written, improve on them or invent your own. Our main hope is to help you integrate the theme of exclusion and facilitate activities that get people thinking (and acting!).

This package is one of the tools we are using to reach the overall goal of the Educational theme, which is "to develop concrete strategies to address exclusion in CISV, and to do so through engaging activities and discussions that leave participants with enhanced perspectives, opinions and personal development." So take this as far as you like – run one or two activities at a mini-camp, or seriously confront the elements of exclusion in your junior branch and work towards a stronger more inclusive CISV!

Target group(s)

Anyone with an interest in social dynamics and building inclusive groups; CISV members; Local, National and International Junior Branches; Regional Meeting participants

How this packet works

This packet aims to address seven goals related to the theme of exclusion. These goals have a fairly natural progression beginning with an exploration of the idea of exclusion, but they can be used in any order that you think is best. Two of the goals are about making a good learning environment and they are marked with an asterisk (see below).

Here are the goals and a nice picture for you.

- To "unpack" the idea of exclusion
- To focus on personal experience of exclusion
- To consider if and how we are excluding in CISV
- To explore real-world effects of exclusion in society
- To develop concrete strategies to deal with exclusion
- To practice inclusion in the activity group*
- To highlight methods used in running activities for participants to be able to take them home*

For each goal we discuss the following:

General notes on goal are like the "introduction" to the goal and try to explain a bit more than the title alone. Also, important points to keep in mind can be found here. Not every goal has "general notes".

Means to reach the goal are suggestions for planners/facilitators including actual activity plans (which can be found at the end of the packet in an appendix).

Questions to consider are questions that can be a part of any discussion in the category. Whether you use an activity in the packet or develop your own, these are the questions we hope that participants will consider and develop opinions about.

There are a few activities associated with the goals and these are collected in an appendix at the end. Please remember that there is no substitute for good facilitation and experience with running activities. Exclusion is a topic that can be quite tough to deal with at times. This packet is meant to help you explore it in an educational manner, but to bring it to life, you must bring your own ideas and experiences as well!

Wiki and other support

You do not have to do all this alone! If you are in a local junior branch or your country's NJR it is always nice to share your questions and successes with others.

The IJB Wiki is a special website that anyone can contribute to. We have a page dedicated to our exclusion theme: <http://www.ijb.cisv.org/ewiki/index.php?id=Exclusion>. Here you can learn more about the theme, add comments from your own experience and even add activities that you have developed on this theme. Take a look!

Email support is always available from a few different places. NJRs often know a lot about developing activities. Also Regional Coordinators can be helpful because they helped develop this packet. The IJRs are also always available to answer your questions. You can find all the appropriate email addresses here: http://www.ijb.cisv.org/web_email.php

To UNPACK THE IDEA OF EXCLUSION

Means to reach goal:

- Mind mapping activity (see appendix). This activity aims to introduce the idea of exclusion, begin to define it and see its broadness. (Remember, some participants might be new to this idea!) Perhaps trends or "categories" of kinds of exclusion might come out.

Questions to consider:

- Is exclusion sometimes necessary (as in a mathematical necessity)?
- Where does it appear in society?
- Are we in some situations unable to avoid exclusion? When, why?
- Do you see any "categories" of kinds of exclusion?

FOCUS ON PERSONAL EXPERIENCE WITH EXCLUSION

General notes on goal:

Anytime you ask participants to reflect on personal experiences, you open a chance for them to feel vulnerable. Setting the proper mood (perhaps with music, or a skit by the planning/facilitating group) could make the setting more comfortable. Be prepared in case emotions start to rise so that participants can have a positive learning experience.

Means to reach goal:

- Simple "simulation" games, where some people are excluded from the larger group. Keep it simple and *abstract* to reduce the chance of hurt feelings. (See "the circle game" and "outsiders" in the appendix.)
- Reflecting about time in life with exclusion.

Questions to consider

- What are the effects of feeling excluded?
- How might exclusion happen in the participating group: who's there, who's not? How are groups organized during free time?)
- How can we practice inclusion as a group (see related goal "to practice inclusion")?

TO CONSIDER "MECHANISMS" OF EXCLUSION IN CISV

General notes on goal:

With this goal, we turn our attention on CISV itself and try to be aware of the mechanisms (or qualities) that make exclusion happen within the organization. Reaching this goal without addressing strategies to address those mechanisms might feel frustrating, but it is important to identify these topics before we can develop strategies to address them.

Means to reach goal:

- "Ordering lunch" activity (see appendix), in which decision-making may not happen in an "inclusive" manner.
- Brainstorming mechanisms of exclusion in CISV
- Compare experience in CISV to participant experience with other organizations: which elements of exclusion do they share or not? Can we learn anything from this comparison?

Questions to consider:

- Are we excluding people from CISV? (Or within CISV?) How? Why? Whom?
- What are the positive and negative effects of exclusion in CISV?
- What mechanisms make for exclusion in CISV?

EXPLORING 'REAL WORLD' EXAMPLES OF EXCLUSION

General notes on goal:

This is a chance to step beyond "unpacking" the idea of exclusion and consider how exclusion works in the real world. This can be specialized for the participant group and the more research on facts and information that the planners/facilitators do ahead of time, the greater likelihood there is for success. Also, giving participants a chance to do their own research (on the internet, with books or articles) might make this goal more fulfilling. Otherwise, it remains very similar to "unpacking" the idea of exclusion.

Means to reach goal:

- Brainstorm real-world examples with group.
- Investigate materials (gather statistics, movies, articles, photos etc.)

Questions to consider:

- What effects do you see in society from exclusion?

TO DEVELOP CONCRETE STRATEGIES TO DEAL WITH EXCLUSION

General notes on goal:

This goal can be seen as the "next step" after the previous three goals. You can see it divided into "strategies in CISV" and "strategies in daily life". When applied to CISV, the goal is very much about planning for change and if the participant group is not in a position to recommend or help make changes to their CISV context (JB, chapter, international, etc.) it might be hard to get very concrete.

Means to reach goal:

- In daily life – dramatization + advice activity (see appendix). In this activity, groups perform an example of exclusion and then the audience has a chance to give advice on how to be more inclusive.
- In CISV – create a vision
- For both – brainstorm "rules of inclusion" with participants (see related goal "to practice inclusion").

Questions to consider:

- What are the "next concrete steps" I can take to make this strategy happen?
- Who else needs to cooperate for success?

TO PRACTICE INCLUSION

General notes on goal:

This goal is about a general approach to inclusive group work, rather than about specific activities. Inclusiveness in a group depends a lot on the role of the facilitator(s). You can use the means to reach the goals to make the group environment one that is inclusive. It is always important to be an example of the lessons you aim to teach.

Means to reach goal:

- Bring everyone's "voice" into the room – at least once a day (or more often if appropriate) have each person in the group use their voice all alone. This places everyone on an even level and breaks the "voice" barrier that can constrict shy participants. It can be used to say how one feels, one's favorite word, or anything else.
- Team building activities can bring unity to a group. (See "Island of chairs" activity in appendix.)
- Establish basic "rules of inclusion" (see appendix). This simple process can make participants feel more "safe" in the learning environment. It also provides a set of shared expectations on how the group treats its members. You can try having the group perform a simple task (such as building something) following their rules of inclusion to illustrate how they work.
- Wrap up – always be sure to wrap up loose ends. Do participants have questions that were not addressed? Even listing those can help bring closure. Try to brainstorm all the lessons that participants learned during the activities. What will they take away

TO HIGHLIGHT METHODS USED IN RUNNING ACTIVITIES FOR PARTICIPANTS TO BE ABLE TO BRING IT HOME

General notes on goal:

We hope that participants in these activities will be inspired to "take it home" and use the lessons they learned in other situations. Here are some suggestions on making it easier for them.

Means to reach goal:

- Zoom out – after debriefing an activity, the facilitators can "zoom out" to focus on how they facilitated the activity. It requires honesty and openness and a willingness to hear criticism. Using this method, participants have a chance to ask questions and look "behind the scenes" to see what it takes to make an activity successful (or not). What choices did the facilitators make and why? Are there other ways of doing it? Ways to improve? A regular "zoom out" time after sessions adds an important educational element to any activity or workshop.
- Wrap up – as mentioned in the previous goal, creating a special time at the end for participants to focus on what they have learned and on HOW they will use these lessons can be all the difference from a fun/interesting activity, and one that helps make change in one's personal life, CISV, or the world at large!

**Before you go to the appendix,
we have to say something:
GOOD LUCK!**

With love,

The IJR's and ReCos 2005-2006

(Alice, Astrid, Dimitris, James, Gee, Laura, Lisa, Nano, Noam, Ryan, Trisha and Yanti)

Mind-mapping "Exclusion" Activity

1. Learning aim(s):

- UNPACK THE IDEA OF EXCLUSION
- Share understanding of the idea of exclusion
- Consider the complexity and broadness that the concept contains

2. Important Information Facilitators Should Know

- How to make a mindmap

3. Logistics

Time: 60-90 minutes

Space: Open space to make a circle and watch short skits

Materials: Large paper, markers, tape

4. Steps

What to do...in detail	Time	Who
1. Break into groups of 7-15 people per group. One facilitator per group enables a brainstorm of what is meant by "exclusion". Keep track of everyone's comments in a visual map representation.	15-20 minutes	
2. Have the groups rotate papers so they have another group's paper (If you have enough people, you can use the facilitators as their own group and give one group a dictionary definition of "exclusion")		
3. Each group develops a short (< 3 minutes) skit that expresses the ideas of new mind map they now have.	20 minutes	
4. Performances	5-15 minutes	

5. Discussion question(s):

- What key elements of exclusion stand out to you?
- How has this activity complicated your understanding of exclusion?
- What aspects of this topic are most interesting to you?

Don't forget about the overall goal "Questions to consider"!

Circle Activity

1. Learning aim(s):

- FOCUS ON PERSONAL EXPERIENCE WITH EXCLUSION
- Model group norms of inclusion and exclusion
- Discuss ways to help each other break down barriers

2. Important Information Facilitators Should Know

3. Logistics

Time: 15 minutes

Space: Open space to make a circle

Materials:

4. Steps

What to do...in detail	Time	Who
1. Ask for three volunteers to leave the room with one of the facilitators		
2. Tell the rest of the group to form a circle holding hands. Tell them that when the volunteer enters, they will try to enter the circle. Their is to NOT let that person join their circle. (Simultaneously, have one facilitator tell the volunteers that their job is to try to enter the circle. Do not tell them that the group will try to resist.)		
3. Have one volunteer at a time come back into the room and try to join the circle. When each volunteer has succeeded (or failed!) have that person join the circle and continue until all three volunteers have had a turn.		

5. Discussion question(s):

- For the volunteers, how did it feel when you were trying to enter the group?
- For the people in the original circle, how did it feel to exclude the volunteers?
- How can we help others "cross borders" in school, or in daily life?

Don't forget about the overall goal "Questions to consider"!

Source: ADL

Outsiders

1. Learning aim(s):

- FOCUS ON PERSONAL EXPERIENCE WITH EXCLUSION
- Explore how we react to experiences of rejection and what it feels like to belong to a group.

2. Important Information Facilitators Should Know

- This exercise focuses on the feelings and experience of being rejected rather than on communication. It can be used to focus a discussion on prejudice and how we react to belonging or not belonging. It could be developed into a study of personal experiences.

3. Logistics

Time: 15 minutes
Space: Open space
Materials:

4. Steps

What to do...in detail	Time	Who
1. Ask someone to volunteer to leave the room. The remainder of the group divide themselves into groups according to some agreed criterion – for example, hairstyle, eye colour, type of clothing, height or accent.		
2. The outsider is called in and guesses which group they belong to. They must state why they believe that group is their group. If the reason is wrong they may not join, even when they have picked the correct group.		
3. Continue with a new volunteer, giving as many participants as possible an opportunity to go outside, subject to time.		

5. Discussion question(s):

- How do we behave when we belong to a group?
- Is it easy to reject outsiders? Is it enjoyable?
- Do we empathise with the outsider or do we enjoy our power?

Don't forget about the overall goal "Questions to consider"!

Source: Council of Europe Social Inclusion "T-Kit" (T-Kit #8)

Ordering Lunch

1. Learning aim(s):

- TO CONSIDER IF AND HOW WE ARE EXCLUDING IN CISV
- Model a mechanism of exclusion as ability to communicate

2. Important Information Facilitators Should Know

3. Logistics

Time: 30-90 minutes (might vary quite widely)

Space: A big room with chairs and tables set up in a U-shape

Materials: 4 or 5 "take out" menus from restaurants, pencils and paper

(note – this game could be done with networked computers as well. See below.)

4. Steps

What to do...in detail	Time
1. Sit participants around the tables. If there are more than 30 or 40 participants, you can double them up to two people make up one team. Give pencil and paper (or networked computers) to some teams, but not others. (Less than half). Tell the whole group that they must come to a decision about ordering lunch: which restaurant to order from and which dishes. You can set a maximum budget for the lunch, too.	
2. There should be no central facilitator, expect to handle voting. If participants manage to develop their own speakers list, it is fine. But, when someone calls for a vote, be sure that it is taken very "seriously". Anyone can call for a vote on a yes-or-no question (e.g. "we should order from the Japanese restaurant" or "we should order these 6 dishes: a, b, c, d, e, f, and g"). 50% + 1 means a vote passes. Continue along until the decision about lunch is all complete	
3. Meanwhile, teams that have pencils + paper (or computers) can communicate with each other while the rest of the group cannot. If you are using pencil and paper, have one or two people act as the postal service. Refuse to deliver messages to or from teams that were not originally given pencils and paper	
4. Do AFTER discussion questions: In small groups, brainstorm and identify mechanisms of exclusion that participants think might be at work within CISV contexts. What are these mechanisms? Whom do they exclude? How? And why?	

5. Discussion question(s):

- Was anyone excluded? If so, whom? How? Why? What was the "mechanism"?
- For the teams with pens and paper, how did it feel to have a special ability?
- For the people with no paper, how did it feel to see others communicate directly?
- How does this relate to a CISV context? Can this activity be seen as a metaphor?

Don't forget about the overall goal "Questions to consider"!

Drama and advice activity

1. Learning aim(s):

- DEVELOP CONCRETE STRATEGIES TO DEAL WITH EXCLUSION
- Practice inclusive behavior
- Analyze exclusion in everyday situations

2. Important Information Facilitators Should Know

3. Logistics

Time: 60-90 minutes

Space: Open space to perform

Materials: Big paper, markers, tape

4. Steps

What to do...in detail	Time	Who
1. Break into groups and ask each to dramatize an example of exclusion from everyday life. (They can keep the skits short.)		
2. Have them all perform. Once a group finishes, it can replay the drama. The audience is invited to stop them, interrupt and suggest how they might act in a most inclusive manner.		
3. Keep track of the advice given on a large piece of paper, hung where everyone can see it		

5. Discussion question(s):

- How did it feel to watch the exclusion vs. Being a part of it?
- What themes did you see?
- How can we combat exclusion in our everyday lives?

Don't forget about the overall goal "Questions to consider"!

Island of Chairs

1. Learning aim(s):

- PRACTICE INCLUSION
- Build team unity

2. Important Information Facilitators Should Know

- This activity involved close physical contact. This might be uncomfortable for some people so know your participant group before playing this activity. (Consider how this activity might be "exclusionary" itself, in certain contexts.)

3. Logistics

Time: 15 minutes

Space: Open space for circle

Materials: 1 chair per person, music (optional)

4. Steps

What to do...in detail	Time	Who
1. Put chairs back-to-back in two long rows (as in musical chairs) and have participants stand around them		
2. Facilitator starts to sing (or play music) and participants dance around chairs. When the music stops, all participants must stand on the chairs so that no body parts are touching the ground for at least three seconds.		
3. Remove one or two chairs and repeat until it is of a satisfying level of challenge		

5. Discussion question(s):

- What did you do in this game?
- How did the group respond to this challenge?
- What do you think are the goals (or possible uses) for this game?

Don't forget about the overall goal "Questions to consider"!

"Rules" of Inclusion

1. Learning aim(s):

- PRACTICE INCLUSION
- Set norms for group to later evaluate
- Build group unity

2. Important Information Facilitators Should Know

- Facilitators should have a list of key "rules" that they would like to see included in the brainstorm. Perhaps the whole list will be covered by others' suggestions; but, if not, then they can add these to the discussion.

3. Logistics

Time: 15-30 minutes

Space:

Materials: Big paper hanging on wall, markers, tape

4. Steps

What to do...in detail	Time	Who
<p>1. Explain what ground rules are for (to make an activity/session/workshop/camp run more smoothly – have everyone be aware of eachothers expectations on how we act towards eachother etc.) .</p> <p>Place a number of papers on the ground where you have written some ground rules as well as some blank papers (rules could be 'if it's not working, we say stop', 'we have to have breaks every half hour', 'not to interrupt when someone is talking' etc...).</p> <p>Then you ask the participants to place themselves on the ground rule they find most important – if they feel a rule is missing, they can add it on the blank pieces of paper.</p>		
<p>2. When everyone has placed themselves, people on the same rule has to talk for a few minutes about why they chose that specific rule. And afterwards you talk about it all together and post the rules on the wall that you agree on.</p> <p>During this process you (the facilitator) have added ground rules that you find important if the partipants haven't included them already.</p>		

5. Discussion question(s):

- What does it mean to have inclusive ground rules?
- Are the ground rules we have agreed on inclusive? If not, what are we missing to be as inclusive as possible?

Don't forget about the overall goal "Questions to consider"!

Developing concrete strategies to deal with exclusion within CISV

1. Learning aim(s):

- DEVELOP CONCRETE STRATEGIES TO DEAL WITH EXCLUSION

2. Important Information Facilitators Should Know

- This "activity" is more of a format for identifying elements for change, what changes we envision and how to reach those. You may be creative to invent your own activities for each part of this process. Here we only lay out the "natural planning" process.
- Unless the group is empowered to act upon the strategies they develop, this process might seem frustrating to the group.
- It will be useful if the group has already worked to consider mechanisms of exclusion within CISV.
- Organizational change is HARD! Good luck to everyone.

3. Steps

What to do...in detail	Time	Who
1. The purpose must be clear: "WHY?" What is the motivation for this strategizing? (What mechanism of exclusion are we addressing?) Be sure that the one or more purposes are clear to the group.		
2. Consider WHAT success will look like. Create a vision (either all together or in groups) of what CISV will look like after you plan has gone into effect and works! Try to combine dreaming big with being realistic enough to you are motivated to try.		
3. Next consider the HOW. See where CISV is now and compare it with your vision of success. What element need to change and how will those get changed? What concrete actions can be taken? Do some actions need to be taken before others?		
4. SHARE YOUR THOUGHTS! Talk to people in your JB, in your chapter or NA/PA. Use the IJB wiki, or email your frends. We all need to help each other make CISV a more inclusive organization. Together we can make that difference.		

5. Discussion question(s):

- What is the very next step you are going to take to make this strategy happen?

Don't forget about the overall goal "Questions to consider"!