



MODULE on “How to plan Inclusive Activities”

(VERSION A)





MAIN GOAL

Participants will feel encouraged to think inclusively and empowered to implement inclusion principles and policies in their activity planning.

OBJECTIVES OF THE SESSIONS

- Gain shared understanding of how to reflect on the inclusion practices of the activities.
- Practise inclusive thinking for incorporating inclusion needs in activity planning
- Translate values and policies into practical application

DURATION FORESEEN

3 hours and 15 minutes

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Flipcharts support of a free wall to put up flipcharts

FOR WHOM

Staff in the organisation who are involved with activity planning

STEP BY STEP DESCRIPTION

- 30'INTRODUCTION
Expected outcome: Set the tone of the day and prepare participants to work together in safe(r) learning environment
 1. Preparation: Survey of participants needs, Facilitators try to set an inclusive example themselves.
 2. Names & Pronoun-Round (and why it is important)





3. Who are we and what is Inclusive Organisations Certification Scheme (schematic building block)
 4. Presentation of the Outline of the Day
 5. Presentation of a dictionary on language & terms (e.g. see attached language and terms on Disability Inclusive Language and Sexual Identities terms)
 6. Short Team Building Game /Energizer (preferably inclusive game)
- 15' IDENTIFYING EXCLUSIONARY PRACTICES
Expected outcome: Train inclusive thinking and solution finding

Quick game with pictures that show an exclusive practice, location etc. (e.g. Binary Toilets, No Elevator, No Food Options, Job Ad etc.).

1. Separate into sub-groups with several pictures each (depending on the size of the group)
2. Ask participants to identify what is exclusionary in the picture? How does it affect members of marginalised groups? (E.g. How does it prevent them from attending? Or feeling addressed?) How to make it inclusive?
3. Guiding questions:
 - Who does this exclude?
 - How does this affect marginalised people and their participation?
 - How could it be made inclusive?
4. Link it back to the first activity with definition: How does this obstruct equal opportunity for participation?
5. Each group shortly presents main conclusions.





- 45' UNDERSTANDING INCLUSION

Expected outcomes: Participants gain shared understanding on how to reflect on the inclusion practices of the activities.

1. Facilitators introduce the definition of Inclusion. They facilitate a conversation in the plenum about what are inclusive activities, and map out the main point on a flipchart
2. Participants have time to individually think about the following questions and then discuss them in pairs (15min). They collect their thoughts on guiding questions on Post-Its.
 - a. Can you give examples of inclusive activities? What makes it inclusive and for whom? How can the same activity be inclusive towards other marginalised groups? (for more info see Manuals attached esp. "Organising Inclusive Seminars Manual for Volunteer Work and International Meetings")
 - b. Think about your personal experience: what were the activities where you felt included or excluded? How come?
3. Facilitator clusters, and facilitates a group conversation in plenum in order for all to come to the same page about inclusive activities (30min).
 - a. What is an inclusive activity? (for more info see Manuals attached)
 - b. What is the meaning of inclusion when it comes to the activities? How can we practise inclusion within the activities? (for more info see Manuals attached)

Trainers highlight the following:

Definition:

"Inclusion embraces the concepts of awareness, acceptance, respect and understanding. Inclusion is defined by equal opportunity for participation."

Inclusive organisations not only have individuals with diverse backgrounds involved but, more importantly, are learning-centred organisations that value the perspectives and contributions of all people, incorporating the needs, assets, and perspectives of different marginalised communities into the design and implementation of universal





and inclusive programs. Furthermore, inclusive organisations recruit and retain diverse staff and volunteers to reflect the actual composition of the communities they serve" (Definition in Manual "Inclusive Organisations Manual for organisational development": p.16)

Suggestions for trainers: Point out the importance of understanding what are we doing well already now with the activities, reflecting who we exclude and how we can improve this.

- 45' ROLE PLAY

Participants bring old activity plans [or whatever they work on] into the session. The activity plan has to be adapted to accommodate specific needs, they receive cards with certain identities (tailored to the area they are focusing on in the scheme, but not exclusively) they need to account for in their planning.

1. Participants rework old activity plans they brought themselves OR Alternatively the facilitators bring material to work with.
2. Divided into sub-groups they receive a list of needs which they should take into account (e.g. in form of a participant list or the objective to address certain people in their campaign)
3. Participants check every detail for necessary adjustments and how to change it (inclusive caterer, barrier-free venue etc.).

Guiding questions:

- a. How to get the necessary information and who to ask?
 - b. How to adapt the activities?
 - c. How to prepare the location?
4. Afterwards they present which adjustments were necessary and how the process of finding the necessary information was in the plenum.





Annexes:

For Example Activities please check attached to this session:

- *Manual for volunteer work and international meetings*
 - [Bridge Building \(p. 14-21\)](#),
 - [Prejudice and Lemons \(p. 52-53\)](#),
 - Sexual Identities (p. 83-87).
- [Practical guide for Intercultural learning](#)
 - [World of Images \(p. 53-56\)](#).
- Additional Activities
 - [Albatros](#)
 - [Roleplay Cards](#)

- 15' BREAK

- 30' REFLECTION

Expected outcome: Reify the learnings and bring the group's thoughts together, identify open questions and possible points of disagreement, tie it back to the Action Plan.

Open discussion in plenary

Participants are invited to share their learnings and thoughts of the day. Facilitators put thoughts and learnings on a Flip chart. Afterwards there should be time for open questions. A general understanding should be reached what it means to think inclusive in activity planning

Guiding questions:

1. Mention one thing you never thought about before as being exclusive/inclusive?
2. How can the learnings be applied in everyday work?
3. Where do we have more work to do? Share future ideas/ plans you got from today.





4. How do today's learning tie into your organisation's Action Plan?

- 10' CLOSING AND EVALUATION

Expected outcome: Close the process and reflect on the learnings of the day

Final reflection in the circle where each participant is asked to share: What are you taking from this workshop?

Digital evaluation

Example questions for evaluation (to be used via mentimeter, google online survey, flipchart etc.):

1. How satisfied were you with...venue and logistics; content and programme elements; group dynamics; trainer's knowledge, skills and support;
2. Diverse needs being considered and met?
3. Do you have any suggestions for next time?

MATERIALS NEEDED

- Post-it notes
- Pens
- Flipcharts
- Markers
- Beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
- Selected annexes by the trainers for the role play session



