

Youth Club Young Volunteer Handbook

Skill Development



Being Equal and Fair

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Training Plan

Aim: To enable Youth Club Young Volunteers to treat others equally and fairly.

Learning Outcomes: By the end of the session the participants will understand:

- how to appreciate the diversity in groups
- the impact of labelling people
- how to try to treat people fairly and equally

Time: 90 minutes **Group size:** 4 – 6 young people

Venue: Medium sized room with chairs

- Materials:**
- Prepared flipcharts
 - Different Identities Statements
 - Post-it notes and pens
 - Cotton Buds
 - “How fair & equal is your club?” Checklist
 - Personal checklist
 - Sticky dots / stars

Before delivering this training, please ask the young people to complete the “How fair and equal is your club?” Checklist

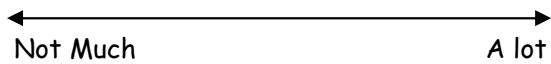
TIME	WHAT	WITH
5 mins	Introduction: Explain aim of session and set basic ground rules including respect for each other, listen to who is speaking and only one person speaking at a time.	Prepared flipcharts
15 mins	Different Identities celebration: Explain that we are going to call out a number of different ‘identities’. <ul style="list-style-type: none"> • If you think that identity describes you, then stand up. • If you’re not sure, bob up and down, (if you can’t, put up your hand or another signal). • If that isn’t you, stay seated, but join in cheering the others. Use the statements for the Different Identities Checklist. When people stand (or bob) everyone else claps and cheers. Tell the group that this is a message to welcome you and your difference. Tell the group that the point of doing this is to highlight our difference and highlight our similarity. Things that we absolutely take for granted, that we don’t even think about as part of our identity. Every group counts when you think about diversity, this is important to your role and in everything we do when we are representing, or working to help, others.	Different Identities Statements
10 mins	First thoughts: This exercise is about the ideas we get about others, and other groups. Ask the young people to go into pairs and think of a group that you do not belong to (eg travellers, disabled or anything).	

TIME	WHAT	WITH
	<p>One member of the pair repeats the name of that group and the other says the first thing that comes into their head – anything at all, even if it isn't nice (3 mins).</p> <p>Ask the whole group: 'What was that like?' Our first thoughts can hurt and nobody likes to be prejudged. Ask 'Where do we get our ideas?' 'Who found it this exercise easy?', 'What happens when we hear things like this a lot?'</p> <p>Explain to the group that, if people hear these things a lot, they can start to believe they are true. We are not born with these ideas, we hear them, see them, read them, watch them on TV, and they get stuck inside our heads (7 mins).</p>	
15 mins	<p>First Thoughts Blobbies: Split the group into two and give each a flipchart with a blobby person draw on it. Ask each group to think of a group that has been mentioned here by a few people today. Ask them to think of all the things that you hear people say about this group or that you can't stand about this group, and to write or draw it on a post-it note and stick it on the blobby (5 mins).</p> <p>Ask each group to feedback their person. How it might make them feel, how it then might make them behave, say, look like, act, treat others, join in things? Are the blobbies true? Pull off each label and explain you can end up believing the labels, lose confidence and start to judge others (5 mins).</p> <p>Explain the following definitions:</p> <ul style="list-style-type: none"> • <i>Stereotype</i> – labels that make us believe that we have a fixed view of how someone has the same characteristic and behaves in the same way • <i>Prejudice</i> – a negative view towards people because of the labels we have about others. We prejudge them and this is unfair • <i>Discrimination</i> – is treating them unfairly because we believe the stereotypes and that our own views about them must be true (5 mins). <p>As Youth Club Young Volunteers we have to make sure we don't label or stereotype people, discriminate or hold prejudice against anyone.</p>	<p>Blobby prepared flipcharts, post-it notes and pens</p> <p>Prepared flipchart – detailing the definitions</p>
10 mins	<p>Equality: How can we make things more equal? Facilitate discussion (5 mins), covering the following points:</p> <ul style="list-style-type: none"> • <i>Access</i> - can everyone get the same access to resources? Do some young people need extra support for reading stuff or writing stuff? Are there wheelchair ramps, a hearing loop? When are good times to open? Do some young people need transport or help getting around or to somewhere? Can we do anything to help with this? • <i>Availability</i> - equality should be achieved by sharing resources 	

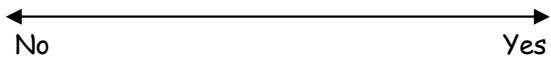
TIME	WHAT	WITH
	<ul style="list-style-type: none"> Needs - equality should be achieved by making sure that what is offered suits the needs of the recipient, i.e. making sure what's on offer is of use to the young people and / or help with English for young people that are learning to speak English. 	
5 mins	<p>Think of a person: Ask the group to shut their eyes and think of an imaginary character. Then ask what gender, age, height, eye colour, ethnic origin are they? Take feedback from the group, then explain the following: We base our ideas about other people on</p> <ul style="list-style-type: none"> People like us People we want to be like People not like us <p>When we feel insecure, we seek people out like us. The rest we treat as outsiders and can be hostile to.</p>	
10 mins	<p>Give each group member two cotton buds. Ask the group to discuss the statement "young people should not be involved in any decision making until the age of 16".</p> <p>Group members can only speak if they have a cotton bud.... once they've used the 2 buds, - no more talking! People are not allowed to interrupt either. Allow the discussion to run for no more than five minutes.</p> <p>Then, discuss how it felt to have to wait to speak while others finished their point? To have limited input? Did anyone feel excluded or unable to participate as they wanted to? What did it feel like? What did you do? What did others do? (5 mins)</p>	Cotton buds
15 mins	<p>Role of the Young Volunteer: Ask the group "What are some of the things that you can do, act upon, think about as a Young Volunteer?" Ask the group to take out their completed "How fair & equal is your club?" Checklist and ask the following questions:</p> <ul style="list-style-type: none"> What are some of the things that you can do to make your project more equal and fair? How would you rate your project so far on how fair it is already? Has this changed from the beginning? <p>Give out the equalities checklist and go through – these are some things that they should consider as Young Volunteers. Then ask "what are some of the things this has made you think about?"</p>	<p>"How fair & equal is your club?" Checklist</p> <p>Personal Checklist</p>
5 mins	<p>Evaluation Wall: Give out coloured sticky dots or stars and a pen to each young person to stick on prepared on flip charts (see below).</p> <p>Thank you and close</p>	Prepared flipcharts, sticky dots or stars, pens

Evaluation Flipchart 1

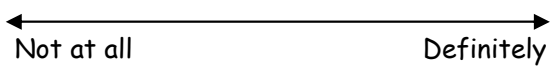
How much did you enjoy this session?



Did you learn anything about how damaging being prejudiced can be?



Do you think you can be more fair and equal as a result?



Evaluation Flipchart 2

What was your least favourite part of the session and why?

What is the most useful thing you've learned?




What will you do differently as a result of this session?

Different identities Statements

<p>Likes/dislikes Sport, music, singing, dancing, reading, drama, cycling, extreme sports, dj-ing, skating, surfing, quiet, noisy, own, small groups, big groups</p>	<p>Race Who thinks of themselves as white, black, Asian, mixed race/heritage of any kind, who has family where not everyone has the same ethnic heritage? Who has friendship with someone of a different race?</p>
<p>Family “who is male, female, 13, 12, 15, under 18, over 18, only child, twin, 2 parents, only child, middle child, step parents, one parent, grandparents, an adult who is not their natural parent, born in Somerset, outside Somerset, in another country....</p>	<p>Language and religion Who speaks more than one language, more than two? For whom religion is important? Identifies as Christian, Muslim, Jewish, catholic, atheist, agnostic, any others we have missed?</p>
<p>Culture Which parts of the world you, your parents, grandparents come from, some we know, some we don't. Sometimes its hidden because we have had to escape from being picked on for their religion or culture and don't want people to know. If you know, stand up, if you have a hunch, stand up (leader asks where etc) - Irish, Scottish, English, Welsh, European, (where) Caribbean, Chinese, Japanese, south east Asia, Africa, north America, eastern Europe, Latin America, Australia, Jewish, Romany, Roma</p>	<p>Disability Who has an impairment of any kind, asthma, dyslexia, hearing, sight, epilepsy, back problem, attention disorder, who has friends or family that are disabled by the world around them? Who does not feel disabled by the world around them?</p>
<p>Sexuality Who has a friend or family member that identifies as lesbian, gay, bisexual or transgenderal? Who doesn't?</p>	<p>Physical appearance Who has ever been told, you are too anything - too thin, too fat, too short, too tall, too freckly, too quiet, too loud, too gay, too anything?</p>
<p>The activity Like/dislike it? Learn anything about yourself, others? What did it feel like being clapped, standing up? What did you notice with the clapping? Do people who are different normally get appreciated?</p>	

How fair & equal is your club?

Score on a scale of 1 –5, how well do YOU think your group or project scores against the following statements. 1 is awful and 5 is fantastic.

					
	1	2	3	4	5
Everyone keeps an open mind					
I feel listened to in my youth group					
I think people value people's differences					
I think people value people's similarities					
Its OK in my group to agree to disagree					
I respect the opinions of others all the time					
I try not to prejudge other people					
We are able to discuss different views					
No one tries to change people's strongly held views					
People are not discriminated against					
People are encouraged to make mistakes and learn					
You can feel good about who you are in my group					
We ask people what they need – we don't pretend to know					
We make sure everyone is invited and never excluded (even if we feel we don't like them)					
We always choose activities that include everyone					
I never feel left out					
If I felt left out of something I would feel OK to say how I felt					
I feel accepted in my group					
I feel proud of who I am					

Personal checklist

Keeping things fair and equal...

- Keep an open mind
- Listen to other's points of view
- Value people's differences
- Value people's similarities
- Agree to disagree – its OK!!
- Respect the rights of others to have a different opinion to ourselves
- Try not to pre judge others
- Discuss different views – do not argue
- Do not try to change people's deeply held views
- Remember young people's CHOICE is important
- Accept difference as well as similarity
- Be open and honest in everything you do
- Never discriminate against someone
- Keep mindful of keeping things equal and fair
- Be open to learning
- Encourage people to try things – it's OK to make mistakes
- Don't beat yourself up for making mistakes
- Be proud of your own identity – it will help others to do the same
- Ask what people need – never assume
- Always make sure everyone has been invited, involved and included