

Getting the Most Out of Showing Up

Jeanna Michalek

Program Manager of Newton's Road

4-H Volunteer – 10 years

Member of Phi Sigma Sigma, Sorority Inc. and Girl Scouts

New TSC Program Manager



Before we get started...

- Take an index card
- Write a time when you didn't feel like part of the group.

Or

- Write a scenario that illustrates a time when it is difficult to make people feel part of the group.



ICE BREAKER: Alpha Beta Gamma Planets

- You will be given a playing card from a deck, please check below to see what “planet” you are from and how that planet communicates:
 - Diamonds = Alphas – Speak very loudly, enjoy shaking hands and interacting with strong physical touch, and want to meet as many people as they can with no concern for planetary origin
 - Hearts = Betas – Are never the first to engage in conversation, they don’t mind shaking hands, but would rather not engage in too much physical touch, and only meet people who introduce themselves to the Beta
 - Clubs = Gammas – Speak very quietly with as few words as possible without making eye contact, they do not enjoy physical touch, they would rather keep to themselves or other Gammas
 - Spades = Deltas – Are willing to start conversation and are looking for deep and meaningful relationships, they will engage in physical contact when it is strengthening their new friendship, they ask meaningful questions to find connections with peers, they take more time with fewer interactions

What did we learn?

- How does our communication style impact our first impression?
- How did you feel about the physical touch?
- What is the value of this ice breaker?
- What can we do to remain more open to new relationships?
- How do we know what people are looking for with their relationship/communication?

What is this REALLY about?

- Define Inclusion
 - Give a personal definition
 - Pair with a person next to you
 - Share your personal definition (you may make additions)



According to Webster's online dictionary:

- **1:** the act of including : the state of being included
- **2:** something that is included: as
 - **a :** a gaseous, liquid, or solid foreign body enclosed in a mass (as of a mineral)
 - **b :** a passive usually temporary product of cell activity (as a starch grain) within the cytoplasm or nucleus
- **3:** a relation between two classes that exists when all members of the first are also members of the second — see MEMBERSHIP
- **4:** the act or practice of including students with disabilities in regular school classes

Why is inclusion important?

- Inclusion

- Invested
- Group Member
- Sisterhood/Brotherhood
- Joined interests
- Power
- Confidence

- Exclusion

- Secrets
- Deceit
- Lonesome
- Revenge
- Depression
- Destruction (self or others)

So What?

- National
 - Retention
 - Quality Programming
 - Living Our Core Design Principals
- Regional
 - Retention and Growth
 - Long-term Success
 - Positive Reputation



- Local
 - Positive Relationships
 - Quality Programming
 - Invested Members

Girl Scouts of the USA and its local councils and troops value diversity and inclusiveness and do not discriminate or recruit on the basis of race, religion, ethnicity, sexual orientation, socioeconomic status, national origin, or physical or developmental disability. In addition, Girl Scouts has a long history of adapting activities for girls who have special needs, including those who have physical or developmental disabilities. Reasonable accommodations shall be made for girls with disabilities to ensure that girls have access to activities. The Girl Scout organization is proud of our policy of nondiscrimination for staff, volunteers and the girls we serve.

2006 Blue Book References:

Preamble to the Constitution of Girl Scouts of the United States of America, p.5

“Pluralism and Diversity/Human Resources,” pp. 21-22

Inclusion and Nondiscrimination Policy

MSU Extension believes fully in the principles of Diversity and Multiculturalism because we know that human differences enrich our lives, work and community. We embrace our responsibility to be a resource for all, taking into account differences across cultural, ethnic economic and other backgrounds. As a Land Grant University, MSU Extension is also required to comply with Federal Civil Rights laws and policies which prohibit discrimination in federally assisted programs and discrimination in employment practices. Although there are clear distinctions between diversity concepts and compliance concepts, there is considerable linkage and overlap. That linkage is that our actions reflect what we believe. What is expected of us and the mechanisms used to demonstrate those actions are known as Civil Rights Compliance.

Oversight for MSU Extension Civil Rights compliance is based in the MSUE Human Resources office and is in concert with MSU Extension Administration. All staff should be familiar with the civil rights laws, regulations and guidelines regarding equal opportunity and affirmative action and how they apply to their responsibilities.

MSU Extension prohibits discrimination in employment and program access and participation on the basis of race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status, or veteran status.

This Civil Rights website provides a number of resources that can answer your questions on: MSUE Civil Rights Policy and Procedures, antidiscrimination statement use, use and copies of the “And Justice for All” programming poster, civil rights law and terms, bias free communication, etc.

Questions may be addressed by the MSU Extension HR Office, District Coordinators, Institute Directors or the MSU Extension Director.

Inclusion and Nondiscrimination Policy

Phi Sigma Sigma was founded by a group of friends who at the time could not all join the same sorority because of their varying religious faiths.

Phi Sigma Sigma maintains a non-sectarian based ritual.

Phi Sigma Sigma's constitution, bylaws and policies do not tolerate membership selection based on discrimination.

Phi Sigma Sigma is a private membership organization for women.

Candidates for collegiate membership in the Fraternity shall be fully matriculated in an institution where a chapter is located and shall be selected based upon their meeting the eligibility requirements prescribed in the local and Fraternity constitutions, and according to the rules set forth by the College Panhellenic Association, the host institution, and the National Panhellenic Conference Unanimous Agreements.

Therefore, membership in each chapter shall be determined by meeting membership obligations, educational achievement, commitment to our core values and criteria related to the goals and purpose of the Fraternity. Membership is open to all women without regard to race, color, national origin, religion, age, handicap, disability, ancestry, citizenship, marital status, sexual orientation or any other classification protected by law or ordinance.

Phi Sigma Sigma encourages education on the Fraternity and chapter levels with respect to multiculturalism and diversity awareness and advocates sensitivity to such topics as it relates to daily living situations and fraternity activities.

Each Phi Sigma Sigma chapter shall establish a multiculturalism and diversity committee whose purpose it shall be to conduct an on-going program as part of the Reflections program to develop an understanding and appreciation for cultural and other heritages brought to the group by its membership.

MULTICULTURALISM AND DIVERSITY AWARENESS POLICY

Phi Sigma Sigma Sorority, Inc.



What does this mean?

- Why do some of the largest youth development organizations in the world stand behind some type of an inclusion policy?
- Do you have a personal testimony illustrating the importance of inclusion?



- World
 - Sisterhood/Brotherhood
 - Awareness
 - Support
- National
 - Branding/Identity
 - Programming
 - Core
- Community
 - Rally Point
 - Programming
 - Retention
- Group
 - Positivity
 - Recruitment
 - Goal Setting

10 Tips to an Inclusive Environment

- Make Greeting a Priority
- Use the name people like to be called
- Encourage Equal Involvement
- Smile
- Remember an Interest of Each Person
- Share Positivity
- Listen
 - Repeat a Summary
- Ask Them to Teach You Something
- Give Compliments
- Engage in Physical Interaction

Bonus Tip: Consider Your Audience

Let's Practice – Not another name game

- Group makes a circle
- One person introduces themselves with an action and their name
- The next person repeats the first person's name and action, then adds their own.
- The third person repeats the first 2 sets of information, and so on.



Brainstorming for specifics:

- Physical abilities – Choosing to use an alliteration rather than a movement
- Mental abilities – Repeating each name with the whole group
- Emotional abilities – Doing the activities in smaller groups to take away stress
- Are there other abilities that should be taken into consideration?
- How does your group work with differing abilities?

Additional Practice - “Party Quirks”

- The scene begins with the party host getting ready for the upcoming party when the door bell rings or there is a knock at the door. The host answers the door and in walks the first guest. The guest immediately starts portraying their party quirk while the host offers them to help themselves to the food. Thirty seconds later the second guest arrives and immediately starts acting out their quirk. Once the second guest has arrived the host is allowed to start guessing what the guests' quirks are, but must do so while in character. The host may say "Please help yourself to the crackers bird trainer guy." or "Have a seat and rest those feet lady who's been stepping on broken glass.". About thirty seconds after the second guest arrives the third one attends the party.
- Once a player's quirk has been guessed they leave the "stage". Upon guessing all the quirks the game is over and a new group of players are chosen.

Half-Time Reflections – Fist to 5

With a show of hands, using your fist to say not at all and 5 fingers to say that you totally agree, let's check in!

- My personal definition or view of “inclusion” has evolved because of this session.
- There are actions, related to inclusion, that I will implement when I leave this conference.



What's this REALLY about? (Part 2)

- Define Cohesion
 - Give a personal definition
 - Pair with a person next to you
 - Share your personal definition (you may make additions)



Webster's Online Dictionary definition of cohesion:

- **1** the act or state of sticking together tightly; especially : UNITY <the lack of cohesion in the Party — *Times Literary Supplement*>
- **2** union between similar plant parts or organs
- **3** molecular attraction by which the particles of a body are united throughout the mass

Why is this so Important?

- Coherence

- Unity
- Clarity
- Organization
- Highest Quality
- Exponential Value Added
- Life Changing

- Incoherence

- Disconnected
- Lack of focus
- Unruly
- Dissention
- Easily Walked Away From
- Negative Experience

Define your “Gel”

- Who are they?
- What were you doing?
- What made it special?
- How many experiences in your life?



10 Tips to Encourage Cohesion

- Best Practice Inclusion
- Icebreakers
- Teach Conflict Management
- Include Yourself
- Practice What You Preach
- Create Bonding Experiences
- Be Flexible
- Sing Songs
- Promote Team Building
- Use the Strengths and Abilities of the Group

Challenge Day

VISION

- Our vision is that every child lives in a world where they feel safe, loved and celebrated.
- More information on Challenge Day can be found on their website:
- www.challegeday.org

MISSION

- The Challenge Day mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression

Practice – Cross The Line/Standing in the Gap

- The goals of this activity include helping participants learn about themselves;
 - give participants an opportunity to reflect upon their self- and cultural identity;
 - allowing the community involved to appreciate its own diversity more and learn



How to: Standing in the Gap

- Create 2 lines with a 5-10 ft space between them
- Share a statement that some may identify with and ask them to step into the gap
- Give participants a response time to look and see who shares this similarity or difference with them.
 - Start with more generic questions
 - Move to questions that the participants will be able to bond through

Brainstorming for specifics:

- Physical abilities
- Mental abilities
- Emotional abilities



Plan a skit with your group (of 4 or more) to solve the scenario you have been given.

****Keep in mind the 10 tips for
Inclusion and Cohesion**

Put it to the test!

Last Practice: If you really knew me...

- Each person may share completing the sentence “If you really knew me...”



How will you “get the most”?

- What was most useful to you today?
- What will you take back?
- How will you use what you learned to today?

