CURRICULUM ON CITIZENSHIP

Strand C4: Diversity and Inclusion

Level 11

This Strand is composed of the following components:

1. Understanding Diversity
2. **Acting for Inclusion**
3. Diversity Activities



**Embracing our Differences**

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# B. Acting for Inclusion

**Standard #2: Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States.**

## Objectives

**DESIRED OUTCOME (Followership)**

*Cadets understand and support inclusion within their Cadet Corps unit, school, and friendships.*

Plan of Action:

1. Define the concept of inclusion and how it fits with the Cadet Corps values.
2. Name three ways you can practice inclusion in the California Cadet Corps.
3. Describe the Golden Rule and how it relates to the Cadet Corps Core Values.
4. Describe how active listening supports respectful communications.
5. Describe how the E.G.O. Approach works as a problem-solving tool.
6. Describe what ‘Engaging the Outsiders’ means, and how you do it in the Cadet Corps.
7. Describe how a team builds trust and capabilities.
8. Describe a leader’s role in building inclusion.

### B1. Inclusion

**inclusion**

[ in-**kloo**-zh*uh*n ]

*noun*

1. the act of [including](https://www.dictionary.com/browse/include).
2. the state of being included.
3. something that is included.
4. the practice or policy of including and integrating all people and groups in activities, organizations, political processes, etc., especially those who are disadvantaged, have suffered discrimination, or are living with disabilities: *Political and civic inclusion is vital to a sustainable democracy. Our company is committed to addressing issues of diversity and inclusion in the workplace.*
5. the educational policy of placing students with physical or mental disabilities in regular classrooms and providing them with certain accommodations.

(Dictionary.com, 2021)

When we speak of diversity, we also often include the word inclusion. They go together like peanut butter and jelly. Bottom of Form

Diversity is the difference in characteristics, such as gender, race, ethnicity, abilities, etc., while inclusion refers to how a group or organization integrates people with differences together into one team.

That should give you a clue why inclusion is important in the California Cadet Corps, as well as in the rest of your life. We promote Teamwork as one of the more beneficial ways that any group can better accomplish its mission. Including every team member in the process is one of the best ways to succeed, no matter what you’re doing. It not only spreads the work, but gives you a more diverse set of ideas on how to solve the problems you encounter. And not unimportantly, bringing all participants into the team, and making them feel they are part of something that values them, is good for all of us.

Sherri Gordon came up with this list of ideas for teaching kids to be inclusive.

Getting left out of the cool kids group at school, having no one to sit with at lunch, not getting invited to social functions, and being picked last for the team are all examples of social exclusion. And it hurts. [Social exclusion](https://www.verywellfamily.com/steps-to-stop-blaming-yourself-for-being-bullied-460763) can impact everything from emotional well-being to academic achievements. (Gordon, 2020)

Excluding others is a form of social bullying. Using social networks, either in the real world or online, to be hurtful to someone, is one of the tactics bullies use. This can include building a group identity by excluding people from your group – a group of bullies actually builds their teamwork despite the fact that they’re being mean. Making fun of people who are outside your group is a way of excluding them, and is bullying. Ostracizing, attacking the reputation of others, and shaming them are other ways people bully people they don’t like, or want to minimize. Groups can influence their members to participate in this type of bullying even when they don’t share dislike of their victim. Going along with it is just as bad as doing it yourself.

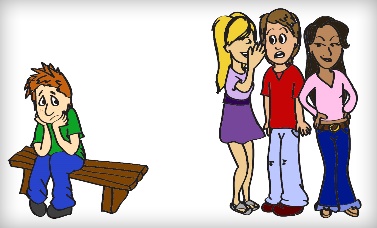
Bullying like this causes pain, and can develop into self-hatred that will last a lifetime, or even cause some people to want to end it by ending their life. That’s not in accordance with the values we share in the California Cadet Corps. If you see it – act against it!



One of the best ways to help combat exclusion is to teach kids from an early age how to be inclusive. Let’s look at what we do in the California Cadet Corps, and how it can help us grow our inclusivity and make every cadet a part of our team.

**Diversity deficits**. Are you aware of the diversity within your Cadet Corps unit, or your school or community? If you’re a leader, the people around you watch and listen to everything you do. Examine your neighborhood, your community, your friendships and your interactions with others. Then be honest with yourself. How often do you interact with people who are not like you? Do you have friends that are different races and religions? Are you accepting of people? Do you hang out with diverse classmates? Or do you make judgments and maintain stereotypes? If you want your Cadet Corps unit to be inclusive, you must start by being inclusive yourself. When you go to brigade or state activities, do you just hang out with cadets from your unit? Embrace the value of inclusivity! Get to know cadets from other places, and learn more about our very diverse cadet program!

**Support individuality**. Are some of your classmates ‘different?’ Even in Cadet Corps, a person’s appearance, personality, quirks, beliefs, and interests bring something special to the world that nobody else can duplicate. They’re a member of your team, but it doesn’t mean they need to be just like you. Embrace their differences while including everyone in your team.

**The “in crowd” may not be the best crowd**. Focus your attention on values including kindness, respect, and empathy. Embrace healthy friendships with your classmates and fellow cadets. Don’t try to buy friendship by following all the latest fads. Don’t judge others by the things they have, and don’t try to impress others with what you have. Develop friendships by the things you do FOR people, and by the experiences you share.

**Reach out to others**. That’s being inclusive, right? Make other kids in your class feel valued. If you’re a leader in Cadet Corps, reach out to the junior cadets and encourage them to participate in unit activities. Get to know new cadets and make sure they’re learning all about the Cadet Corps and the many opportunities that are available. Offer to eat lunch with other cadets, and get to know them. Challenge the cadets who report to you to get to know each other, and to work together to prepare for inspections or activities. Give positive reinforcement to those who are acting inclusively and building teams.

**Don’t focus your life on just one thing**, even Cadet Corps. Research has shown that kids who have a diverse set of friendships, such as friends from school, church, sports, and so on, will not only be more accepting of others, but they also are less likely to be bullied. The reason is simple. They have learned to get along with a diverse group of people. So cast a wide net and seek out friendships in your neighborhood, at school, on a team, through a club, and at church, and of course in the California Cadet Corps. You can even help others by including them in your life and influencing their values and behaviors.

Practical Exercise:

**Take the Privilege Walk**

The privilege walk helps the participants understand more about themselves. It goes like this:

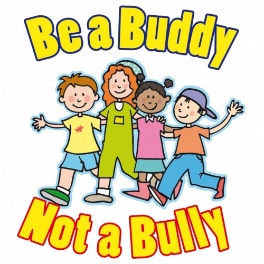
1. Explain to the group that we all have some privileges that others do not subtly.
2. Take a vast free space and ask the group members to stand in a line.
3. Explain to them that you will start reading out a series of statements.
4. Instruct them to take one step forward or backward when a particular statement applies to them. You can read out a series of 25-30 statements. It can include information like:

* If you are left-handed, take a step forward.
* If you are of Indian origin, take a step forward.
* If you rely on public transport, take a step forward.
* If you have come from a single-parent background, take a step back.
* If you have ever faced sexual harassment at the workplace, take a step back.
* If you have ever faced an identity crisis, take a step back.

After all the statements, ask the team members to look around and see where other people are in the room. Finally, let them sit in a circle and ease a discussion about how they are feeling. Depending on the differences and disadvantages, you can have a great conversation and hope to be genuinely inclusive.

(Sarma, 2021)

**Be empowered**. If others are using you or bullying you, you do not have to roll over and accept it, or be miserable. Cut the bullies out of your life, and don’t let them hurt you. Whether that means you stand up to them, or seek help from your friends, teachers, parents, or someone else, don’t let bad relationships continue. Sometimes kids are just mean, and it is not healthy for you to maintain the friendship. But that doesn’t give you the right to reciprocate. Instead, continue to show respect (it’s one of our core values!) while creating a distance from the bully. If appropriate, communicate why you are distancing yourself. In some cases, honest communication can motivate a young person to change.

Peer pressure is a powerful thing. But so is **standing up for other kids**. When one person takes a stand against bullying, it stops. When you see another kid being excluded, take a stand. You can tell others that excluding someone is not nice. Or you can befriend the excluded student. You can offer to sit with the student at lunch, walk with them in the halls and talk to them between classes.



**Don’t engage with kids online who are ostracizing others**. Say something about it. Even if you never do anything to ostracize others, liking or sharing a mean post is just as hurtful as the original post. Stop following the mean kids altogether. (Gordon, 2020)

Watch these videos. What thoughts about inclusion do they generate?

<https://youtu.be/OABC8ciCNfk>

<https://youtu.be/2FCwiVrJdHE>

### B2. Respectful Communications

Concepts taken from: (Sklarz, 2015)

Learning about inclusion brings up a couple of values that are important to members of the California Cadet Corps. The first was mentioned directly – RESPECT. That’s one of our core values, and vary important to being a cadet. Respecting everyone as an individual is a COURTESY that we all owe each other.

The Golden Rule is an ancient concept repeated in many religions and philosophies. You may have heard it as “Do unto others as you would have them do unto you.” Whatever the words used, the concept is that you should treat others (all others – friends and enemies) with courtesy and respect, and expect the same from them. Certainly, we expect that of Cadets.

How do we communicate respectfully? Sometimes the message is negative – can we say negative things respectfully? Communicating respectfully isn’t about the information being conveyed – it’s how you convey it. When you’re communicating with others:

**Listen actively**. Focus on the person you’re communicating with, and give them your attention. Listen to what they’re saying, and don’t start formatting your answer while they’re still talking (that’s selfish, and shows you’re paying more attention to what you want to say than what they’re saying to you). Engage A picture containing diagram

Description automatically generatedwith the person you’re speaking with by making eye contact, and use body language that welcomes their message to you.

**Value Dissenting Opinions**. When you work with others, dissenting opinions are valuable. None of us have all the right answers on everything. We value diversity in the workplace because it prevents us from acting on just one idea. When other people bring up opinions or responses to your ideas that don’t agree with you, LISTEN! Maybe what they have to say is valuable, and might prevent you from doing something stupid! Or maybe they don’t understand the situation; if you listen to them and engage with them about each other’s ideas, you might win them over, and having them on your side is a powerful advantage. Or they may do the same with you. The key is to be respectful, listen to each other, and don’t dismiss people out of hand just because they disagree with you. We do this all the time in politics and on social media, and it’s leading us to a bad place. Be respectful while listening to others and consider their point of view. In the end, you may or may not come to an agreement, but you’ll be stronger for having considered all sides.

**Watch Your Cues**. Body language sometimes speaks louder than words. Are you projecting a silent message that you don’t mean to? Your body language may contribute to that, whether it’s crossed arms, a defiant pose, nodding or shaking your head, rolling your eyes, impatience, or inattention. Have a friend video you when you get into an intense conversation with someone, and later view the video without sound. What kind of body language are you using? Was it what you meant to convey? Learn how you tend to silently communicate, and adjust your habits if you have to.

**Contribute Proportionally**. Especially in meetings, don’t monopolize the meeting. Let other people talk. If you can, have subordinates or teammates present some of the information you want to put out. Don’t just jump in and start giving your opinion – let others talk first (and actively listen to them!). Work at being briefer than you usually are when you’re talking, or encourage others to speak up and give their opinion. Don’t hog the limelight, even if it means you adjust how your meetings are run.



**Speak Only What You Know is True**. It’s human nature to gossip, but it’s often harmful to a group or organization. Be careful about passing along rumors if you’re not sure of their truth. If you speculate about something, at least make sure it’s clear you’re guessing or wondering or theorizing.

The E.G.O. Approach is a strategy that allows teams to address a challenging problem.

* Empathy
* Goal
* Options

When a team member is experiencing a challenging problem, provide Empathy. Let them know you care and want to help if you can. Next, discuss the problem and set a Goal for creating a solution. Lastly, identify some reasonable Options that may solve the problem. Select the best option and implement it as the solution to the problem. This simple problem-solving process gives you a way to respectfully work with fellow team members to get the job done. Don’t just take over their job, or their problem. Work with them to figure out how to solve it. When you treat teammates with respect, you develop their respect for you. (Gatty, Retrieved NOV 2021)

Check out this video: <https://youtu.be/2d_OUaRd2Sw>

### B3. Engaging the “Outsiders”

Within the overall topic of Inclusion, “engagement” is an important concept. Inclusion depends on people engaging with others – reaching out to communicate and make sure that everyone on your team is a part of the mission accomplishment.

Let’s think about a team you’re a part of. It could be your Cadet Corps unit, or part of it (let’s say you’re on the Battalion Staff getting ready for the Annual General Inspection, or it could be the Brigade Staff planning a bivouac, or maybe a class you’re in where you have to work with others on a project that must be completed together. This is similar to a team you may be on someday in the workplace environment, where you have to complete a project together for the company. Who is on the team? How many people are actively involved in your project? Who’s the leader of the team?

How does the leader communicate with team members, and how do team members communicate about the project? How often does this communication happen?

Who’s on your team? Is it a close group that talks all the time, or did you just come together for this project, and you’re not particularly close otherwise? How do the answers to that make a difference in how your team communicates?

In a functional team – a team that works well – the leader (and sometimes everyone on the team) has figured out that sharing knowledge is important. If you want to be successful, every member of the team needs to know what’s going on with the project, what successes and failures others on the team are experiencing, new information that changes the plan. If someone misses a meeting, there needs to be a process where they get briefed on what happened at that meeting. Even though different people work on different parts of the project (i.e. on the Battalion Staff, each staff section has their function), they have to work TOGETHER to get the project done right. This is true for both small and large teams – it’s just harder for large teams! But larger teams also tend to create more formal communications channels, which helps get information out to everyone involved (if the right people do their job right).



Who are the ‘insiders’ on your team, and are there ‘outsiders?’ Why? Is it the relative importance of their role on the team, or is it the amount of work they put in? What’s the difference in how communications works with those two groups? How does the team leader address this?

Engaging outsiders is critical to bringing the team together. If there are insiders and outsiders, it isn’t really a great team – you need to find ways to bring the outsiders into the team. How can you reach out to them? If you’re an insider, are you even giving thought to who the outsiders are and what you can do to engage with them? Are you so focused on your insider role that you don’t notice the outsiders? A team leader HAS to assess their team, figure out who the outsiders are, and find ways to bring them closer to the team.

The key to engaging outsiders in any organization you’re in is noting who they are and finding ways to get them more involved. That may be junior cadets who come to class but who haven’t yet fully bought in to their status as members of the Cadet Corps. Inviting them to participate in an event or on a team like Flag Detail, Color Guard, or Drill Team might be enough to get them involved. The harder outsiders are those who say no to your invitations – how do you get them involved? Look at the leaders in their chain of command – are they doing what they should to lead their squad or platoon? Often, they’re not. Our squad leaders often don’t really do the job they could be doing providing leadership to the cadets in their squad – helping teach the basics of uniform wear, marching, Cadet Handbook fundamentals, military courtesies, and whatever curriculum your class is studying. The Squad Leader who actually does more than stand at the head of their squad in formation and maybe give a couple commands is a CACC unit’s best method of engaging ‘outsider’ cadets. But senior cadet leaders can fill in by hosting an eat-lunch-with-us campaign, or after-school practice, or by trying to get new cadets involved in the teams and activities offered at the battalion.

### B4. Team-Building Actions

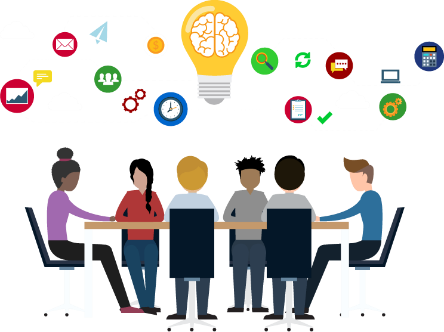
What makes a team? How does a group of people become a team? If you’ve studied Lesson L4A10 on Teamwork and Building Teams, you’re familiar with Bruce Tuckman’s stages of group development:

**FORMING – STORMING – NORMING – PERFORMING - ADJOURNING**

We won’t repeat everything that’s in that lesson, but this is a good place to point out where to find related information. Lesson L4A11 gives you 22 team leadership exercises you can use to grow your team. These were taken from various books that outline these type of activities you can do with your team; if you’re interested in pursuing that, please check out that lesson, or even buy a book!

But let’s get away from the games and activities and talk about building teams. How do you build your group of people (whether they’re cadets or employees in a workplace or members of a military unit or members of a sports team) into a cohesive team?

As suggested by the word, teamwork involves people working together toward a common objective. Have you been on a team before? Looking back, what made it special? What did you do that bonded that group of people into a team? Often, it involves overcoming challenges or facing adversity together. That’s one reason teams form easily in the military, but it works on the football field or basketball court too. Military or sports teams form in an environment where they are working closely together, supporting each other’s actions, fighting against a common enemy, and achieving a clear result – win or lose. If a team member isn’t doing their share of the work, it’s pretty clear, and has to be addressed or the team will suffer. That’s pretty basic teamwork.

Teamwork on a less intense level takes more work because you don’t have complete control of the actions of the team, and the team members spend a lot of time away from each other. Imagine you’re in a social studies class, and are put in a group of five students who have to research a topic, write a paper, and present it to the class. You organize as well as you can, awkwardly appointing a team leader (either by appointment or letting someone informally take charge), and agree upon a fair method to get the work done with each team member doing their part. This is a situation similar to what you may encounter in a workplace team that is assigned a project that is in addition to their normal job duties. Some of the team members do their part, while others don’t. Somebody has to pick up the slack unless you can get your underperformers working. In the end, if you haven’t really come together as a team, your project probably reflects that failure. One or two individuals may be able to go to extra effort that allows the team to accomplish the task, but it’s not a real team. If everyone pulls their own weight and does their part – if you had a good plan in the first place – it works more smoothly, and success comes quicker.

How do we make teams like this more successful? Good leadership helps. Without it, the team is likely to spiral quickly out of control with none of the team members doing their part. Putting the team in a situation similar to that military or sports challenge, where they have to work together and support one another helps too, if you can do it. Scheduling team meetings, setting up deadlines, sharing information, and getting together to work all help. Making sure each team member has skin in the game helps; don’t have just one person do the presentation – make every team member a part of it from the beginning. The fear of public humiliation works much better than the threat of a bad grade!

Part of teamwork is developing trust, and part is getting to know each other well enough that you understand each other’s strengths and weaknesses, along with their capabilities. If one of your teammates is a great writer but a lousy public speaker, you can adjust your plan to take advantage of her skills and avoid her weakness. If another member does great work, but doesn’t manage their time well, helping him meet required deadlines could tip the balance from failure to success. As you get closer to your end game, the stress of the project may cause tension, and a good leader can help everyone balance out the work.

Being part of a great team is motivating and fulfilling. Knowing you played an important part in the success of your mission or assignment stays with you. It can be challenging to have to balance other people’s strengths and weaknesses with your own, but it’s worth it if you succeed. You can accomplish more by working together – but it usually isn’t easy.

### B5. Leadership for All

Diagram

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Why talk about leadership when we’re studying inclusion? It’s not rocket science – leaders play a big role in ensuring inclusion within their team or unit. It is our responsibility to be a leader to ALL our followers, not just the ones we know or like best. Pulling in the outsiders is part of a leader’s responsibility in building the cohesion of a team, and (along with putting together a diverse team) it also helps accomplish the mission better.

Leadership for all isn’t just about the role a leader plays in making his/her unit inclusive. It’s also important for an organization that leadership opportunities are offered inclusively. Diversity doesn’t just work well among the foot soldiers of an organization – it works exceedingly well if applied to the leadership positions as well. We try to develop a culture of diversity and inclusion because it gives us more capabilities through a wider variety of ideas, methods, and experience. It also makes for an organization that provides fair opportunity to all (hopefully based on merit and capability) for leadership roles, promotion, and senior leadership.

Finally, we’re all leaders in some way, formally or informally. To make the organization (whatever it is) better, we need to embrace the core values and the values and priorities set by the command/boss as important parts of the culture or command climate. In the Cadet Corps, that certainly includes selfless service, integrity, and respect, but also those leadership characteristics embraced as part of our culture. That includes diversity and inclusion, along with the values in the Cadet Code (loyalty, education, ambition, duty, enthusiasm, respect, service, health, integrity, and personal courage), excellence, bearing, decisiveness, dependability, fairness/justice, judgement, knowledge, tact, and teamwork. As leaders, we set the example as best we can in these areas, and we treat everyone with respect and fairness. When we see something wrong or unfair, we do our best to fix it. When we see someone on the ‘outside,’ we try to bring them ‘inside.’ We communicate the situation to all, and we ensure everyone knows the mission and commander’s intent. Just like in the military, we never desert a fallen comrade, or leave them behind. It’s more important that all cross the finish line than for one individual to win the race.

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