California Cadet Corps
Curriculum on Citizenship

Embracing our Differences

C4/B: Acting for Inclusion

Updated 12/19/21
Agenda

B1. Inclusion
B2. Respectful Communications
B3. Engaging the “Outsiders”
B4. Team-Building Actions
B5. Leadership for All
INCLUSION

B1. Define the concept of inclusion and how it fits with the Cadet Corps values.
B2. Name three ways you can practice inclusion in the California Cadet Corps.
Inclusion

OBJECTIVES

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

Plan of Action

• B1. Define the concept of inclusion and how it fits with the Cadet Corps values.
• B2. Name three ways you can practice inclusion in the California Cadet Corps.

Essential Question: What is inclusion and how do we practice it in Cadet Corps?
Inclusion

[ in-kloo-zhuhn ]

noun
• the act of including.
• the state of being included.
• something that is included.
• 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.
• the educational policy of placing students with physical or mental disabilities in regular classrooms and providing them with certain accommodations.

Dictionary.com
Including
What does Inclusion Avoid?

- Social Exclusion:
  - A form of social bullying
  - Ostracizing
  - Attacking others’ reputation
  - Shaming others
How do we Include Everyone?

Diversity Deficits

• Make yourself aware of how diverse (or not) you are in your life and activities
• How diverse is your neighborhood? Your school? Your friendships?
• Do you hang out with diverse classmates?
• Do you judge and believe stereotypes?
• You must start being inclusive yourself in order to increase the inclusiveness of your organization.
How do we Include Everyone?

Support Individuality

• Are some cadets ‘different’?
• Embrace differences in your team
  – Differences (diversity) make us stronger as a team
How do we Include Everyone?

The “in crowd” may not be the best crowd

• What are your values? Do your friends share them?
• Embrace healthy friendships
• Don’t focus on the latest fads
• Don’t judge others by the things they have
• Don’t try to impress others with what you have
• Define friendship by what you do FOR people, and by the experiences (like in Cadet Corps) you share
How do we Include Everyone?

Reach out to others.

• Make others in your class feel valued
• Leaders encourage junior cadets to participate in CACC activities
• Eat lunch with cadets you don’t know well
• Work together to prepare for inspections and events
• Give positive reinforcement to inclusive cadets
How do we Include Everyone?

Have Diverse Interests

• Don’t focus your life on just one thing (even Cadet Corps)

• Enjoy activities in school, church, sports, the neighborhood, Cadet Corps, etc.

• Invite others to enjoy the things you do!
How do we Include Everyone?

Be Empowered

• Cut the bullies out of your life
• Seek help against bullying
• Don’t exclude others!
• Tell the bully why you’re leaving them behind
How do we Include Everyone?

Don’t engage in excluding others

• If you see it, say something
• Don’t like or share a mean post
• Stop following mean kids
• Don’t become a bully
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:
   5. If you are left-handed, take a step forward.
   6. If you are of Indian origin, take a step forward.
   7. If you rely on public transport, take a step forward.
   8. If you have come from a single-parent background, take a step back.
   9. If you have ever faced sexual harassment at the workplace, take a step back.
  10. If you have ever faced an identity crisis, take a step back.
11. 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.
Inclusion in Action

https://youtu.be/2FCwiVrJdHE
https://youtu.be/2FCwiVrJdHE
Check on Learning

1. Name three ways you can practice inclusion in the California Cadet Corps.

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

3. Which of the following is a diversity deficit? (multiple answers are okay)
   a. Your school has a mostly Hispanic population of students
   b. You eat lunch with different kids every day
   c. You think Asian kids are smarter than other races
   d. You hang out with other cadets – all your friends are cadets
**RESPECTFUL COMMUNICATIONS**

B2. Describe the Golden Rule and how it relates to the Cadet Corps Core Values.

B3. Describe how active listening supports respectful communications.

The Golden Rule

• Two values regarding inclusion are **RESPECT** and **COURTESY**. They’re very important to being a good cadet.

• These values relate to the Golden Rule:

```
THE GOLDEN RULE
Treat others the way you want them to treat you.
```
Communicating Respectfully

- Listen actively
- Value dissenting opinions
- Watch your cues
- Contribute proportionally
- Speak only what you know is true
Communicating Respectfully

Listen Actively:
• Focus on the person you’re communicating with
• Give them your attention
• Listen to what they’re saying
• Don’t start formatting your answer while they’re still talking
• Make eye contact
• Use welcoming body language
Be a Whole Body Listener

- Brain thinking
- Ears hearing
- Eyes looking
- Shoulders facing
- Mouth quiet
- Hands still
- Feet calm
Communicating Respectfully

Value Dissenting Opinions:

• No one has the right answer for everything
• Diversity of opinion brings in better ideas
• Maybe what they have to say is right!
• Maybe you (or they) don’t understand the situation
• Don’t dismiss people out of hand
Communicating Respectfully

Watch your Cues:

- Body language can speak louder than words
Communicating Respectfully

Contribute Proportionally:

• Don’t monopolize the meeting
• Let other people talk
• Let subordinates present some of the information
• Let others talk first (and listen to them!)
• Be briefer than usual
Communicating Respectfully

Speak Only what you know is true:

- Don’t gossip
- Don’t spread rumors
- If you speculate, make sure it’s clear you’re guessing, wondering, or theorizing
Respectful Communications
E.G.O. Approach

A strategy that allows teams to address a challenging problem

1. **Empathy** – let them know you care
2. **Goal** – set a goal for creating a solution
3. **Options** – ID some reasonable options
4. Select the best option & implement it
Check on Learning

1. What is the Golden Rule?
2. Describe Active Listening
3. Give some examples of negative body language
4. Name three ways to communicate respectfully
5. What is the E.G.O. Approach?
ENGAGING THE “OUTSIDERS”

B6. Describe what “Engaging the Outsiders” means, and how you do it in the Cadet Corps.
Who are Outsiders?

Within a Team:
• Not part of the ‘inner circle’
• Not engaged
• Not doing their part
• Junior members
• Lazy contributors
• Inexperienced members
• Shy or introverted members
Engagement

• To be involved
• Communicating
• Doing your part of the work
• Reaching out
• Pulling people in who aren’t engaged
Team Projects

For example:

• Battalion Staff preparing for AGI
• Brigade Staff planning a Bivouac
• Team writing a paper and presenting it to the class

How do projects like this work? Having an involved leader who ensures all team members are engaged helps! Team members reach out to their peers. Don’t let a team member be an Outsider!
Share Knowledge

Within a Team:

- Keep and publish notes on key issues
- Each part of the team defines its role/goal
- All team members are important
- Listen to junior members; less experience but they may have great ideas
- Communicate to All – very important!
- Reach out with virtual meetings for team members who can’t attend in person
Engaging Outsiders

• Identify anyone who’s an Outsider
• Try to pull them back into the Team
• Team Leader can do this, but Team Members can as well, especially in big teams
• Get Outsiders involved
• Make them report their progress to the Team
Cadet Corps

- Who are Outsiders in your Cadet Corps unit?
- How can you get them involved?
- What do they have to offer?
- How will your unit benefit if you can engage the Outsiders?
Check on Learning

1. Name three categories of ‘Outsiders’ in your unit or team.

2. What can you do to engage the ‘Outsiders’ you’ve identified?

3. What’s the most important task in the engagement of ‘Outsiders’?
TEAM-BUILDING ACTIONS

B7. Describe how a team builds trust and capabilities.
Stages of Team Development

1. Forming
   - How do I fit into the group?
   - What are other people’s attitudes?
   - Who will lead?

2. Storming
   - These are my goals, how are they different from yours? How shall we organise ourselves?
   - Here the group conflicts and relationships formed earlier may be disrupted.

3. Norming
   - Let’s develop ways to work more closely. Here a sense of group identity is formed and roles are allocated.

4. Performing
   - Let’s collaborate, or compete in a friendly manner. The group now has an effective structure, and focuses on achieving the tasks.

5. Adjourning
   - Here the group disbands and members reflect on how the group performed.

Go back to Lesson L4/A10 & A11 on Building Teams and Team Activities
Team Development

Communications within the Team is critical for success. Sharing knowledge and keeping the whole team updated with current information is key!
Who’s the Leader?

• Is the Leader appointed or does someone take charge?
• Does everyone on the team support the leader, or are there resentments or issues?
• How do the rest of the team participate in team-building and policing? Do they leave it to the leader or act informally themselves?
• How well does the leader communicate to all team members, and share knowledge?
Building Trust

How do you build trust in a team?

• Shared challenges or adversity
• Focus on accomplishing the mission/shared goals
• Shared values
• Open communications
• All participants perceive their opinion and expertise is valued
• Everyone pulls their own weight – contributes
• Get to know each other through team-building activities
• Fair rewards and attribution for ideas
Team-Building Activities

- Check out Lesson L4/A11 for Team-Building Activities you can use to bring a group of people together and build teamwork
- Consider an off-site activity that all can experience and share
Building Capabilities

How does a Team Improve?

• Listen to experts/experienced members
• Share knowledge
• Openly discuss process, success, and failures
• Brainstorm when appropriate
• Share knowledge
Check on Learning

1. In what stage of team development does a team start working together in a positive way?
2. In what stage of team development do you want to keep your team as you work toward your goal?
3. Name three ways to build Trust in a team.
4. Name three ways to build Capabilities in a team.
B8. Describe a leader’s role in building inclusion.
Leadership for All

Inclusion is a leader’s responsibility:

• The leader drives the team’s culture
• The leader sets the example
• Must lead ALL followers – not just the ones we know or like best
• Team inclusion helps mission accomplishment
Leadership Opportunities for All

- Diversity and Inclusion means every member of the group should have the same opportunity to be a leader, be promoted, get the good jobs
- Diverse leaders strengthen an organization just as diverse members do
- Increases capabilities when inclusion is part of the unit culture
Inclusive Values

• We’re all leaders
• All must embrace the organization’s values
  – Service, Integrity, Respect (Core Values)
  – Loyalty, Education, Ambition, Duty, Enthusiasm, Respect, Service, Healthy, Integrity, Personal Courage (Cadet Code)
  – Other Valued Characteristics: Excellence, Bearing, Decisiveness, Dependability, Fairness/Justice, Judgement, Knowledge, Tact, Teamwork
• Bring ‘Outsiders’ in
Being Inclusive

• Set the Example
• Every member is valuable
• Communicate important information to ALL
• Ensure everyone knows the mission and commander’s intent
• 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
Check on Learning

1. Inclusion is a leader’s __________________________

2. Every member of the group should have the same ________________ to succeed, advance, and be a leader if they’re able.

3. Embracing an organization’s __________ helps improve inclusion in a group.

4. What can a leader do to improve inclusion in their group?