



# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Identify a safe, inclusive environment for all children, youth, and adults.

**Time:** 20 minutes

## Equipment and supplies:

- Copy of scenarios

## Do Ahead:

- Review lesson.
- Make copies of scenarios to hand out.

## Inclusion of All Youth in 4-H

### BACKGROUND

An inclusive environment allows young people to feel they are accepted, which allows them to contribute to the club and to engage in healthy relationships. This type of contribution benefits not only their club but their community as well. Youth who feel acknowledged for who they are as a person will feel safe to participate in the club in a consistent manner true to themselves.

When members are in an inclusive environment, they feel encouraged and supported because they receive positive and specific feedback from those around them. This creates a sense of empowerment in club members who will more easily develop and practice skills because they feel safer to experiment and try new things.

### WHAT TO DO

#### Activity:

Do you offer a welcoming environment for anyone who wants to participate? Discuss this with your group and write suggestions on flip chart paper.

Pass out scenarios and allow 5-10 minutes to discuss how the group would address the issues.



**Sources:**

- Waite, Karen. "Expanding Inclusive Opportunities for Youth & Volunteers." (2015). Retrieved from [http://msue.anr.msu.edu/program/info/inclusive\\_4h](http://msue.anr.msu.edu/program/info/inclusive_4h)

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**TALK IT OVER****Reflect:**

For the youth in each scenario, describe the barriers he/she might experience by participating in 4-H or 4-H activities.

- What are the adaptations (physical, environmental, etc.) that must be made for the 4-H'er during the club meeting or 4-H activities?
- What information is missing from the scenario that would make it easier to create adaptations for the youth?

**APPLY:**

- Where do you go from here?
- What can you do to better prepare your club or team to be more inclusive?

**ADDITIONAL LINKS**

<http://www.extension.org/pages/9980/the-winning-4-h-plan#.VWxy8c9VhBc>

<http://www.extesnion.iastate.edu/4h/volmgt>

*Please take time to complete the Participant and Facilitator evaluations, found online at [go.osu.edu/TeenLeadership20](http://go.osu.edu/TeenLeadership20).*

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## **INCLUSION OF ALL YOUTH - SCENARIOS**

### **Scenario #1**

Andy is in 2nd grade. He is in a wheelchair. He wants to be involved with other youth and participate as much as he can. However, he cannot use stairs or play any games that involve running around.

### **Scenario #2**

Charlie has severe latex allergy. Any type of interaction with it makes it very difficult to breath. He wants to enjoy team building activities as well as other youth activities.

### **Scenario #3**

Shelby is a 3<sup>rd</sup> grader. She has been diagnosed with Autism. She can handle being in groups, as long as they are small and he can sit by herself. She does not handle noisy and crowded scenarios well, such as the camp.

### **Scenario #4**

Sara has ADHD. She is on medication for it during the school year. However, her parents take her off of it during the summer. She is in constant motion and cannot concentrate during the meetings, if she is not on her medication. When she is working on her robotics project, she is fine.

### **Scenario #5**

Jantine's family recently moved here from another country. Her parents are not fluent in English. They do not understand the 4-H program and are very hesitant to allow her to join a program that might encourage activities or beliefs that do not fit into their cultural heritage.