

Inclusion into Action Toolkit

In this toolkit you will find...

- I. Definitions of 'exclusion'
- II. List of examples of inclusive events, activities and practices from high schools in WA State
- III. Diversity wheel templates
- IV. Maslow's Hierarchy of Needs
- V. Debrief tools (The 4 W's, school groups debrief, Inclusion into Action contract)

I. Defining EXCLUSION:

Explicit exclusion

- Active, direct
- Examples: name-calling, racial slurs, derogatory language, dirty looks
- Can lead to physical violence
- Rejection we see and/or hear

Implicit exclusion:

- Passive, indirect
- Examples: ignoring someone, neglect
- Can start as lack of awareness, attention or access
- Not everyone sees or notices
- Dangerous because unintentional
- Manifests in power, privilege

II. Inclusive events, activities & practices in WA State

- Ladies **AND** Gents (Marysville Getchell HS; Marysville, WA)
- Winter Wishes (Meridian HS; Bellingham, WA)
<https://www.youtube.com/watch?v=7wzyRaM5f6U>
- Country flags in cafeteria, large activity calendar, staff recognition board, birthday board (Cleveland HS; Seattle, WA)
- Murals, gender-neutral graduation gown colors (Franklin HS; Seattle, WA)
<https://www.seattletimes.com/seattle-news/franklin-drops-gender-from-graduation-ceremonies/>
- Shout-out wall, GSA-sponsored "Day of Silence" (<https://www.glsen.org/day-of-silence>), 'time capsule' murals (Rainier Beach HS; Seattle, WA)
- Focus groups (multi-grade level) (Garfield High School; Seattle, WA)/"RSVP" -- Raising Student Voice through Participation" focus groups (Marysville Getchell HS; Marysville, WA)
- New Homecoming tradition (Monroe HS; Monroe, WA)
<http://www.king5.com/news/local/monroe-hs-deposes-homecoming-king-and-queen-for-more-noble-cause/336213959>

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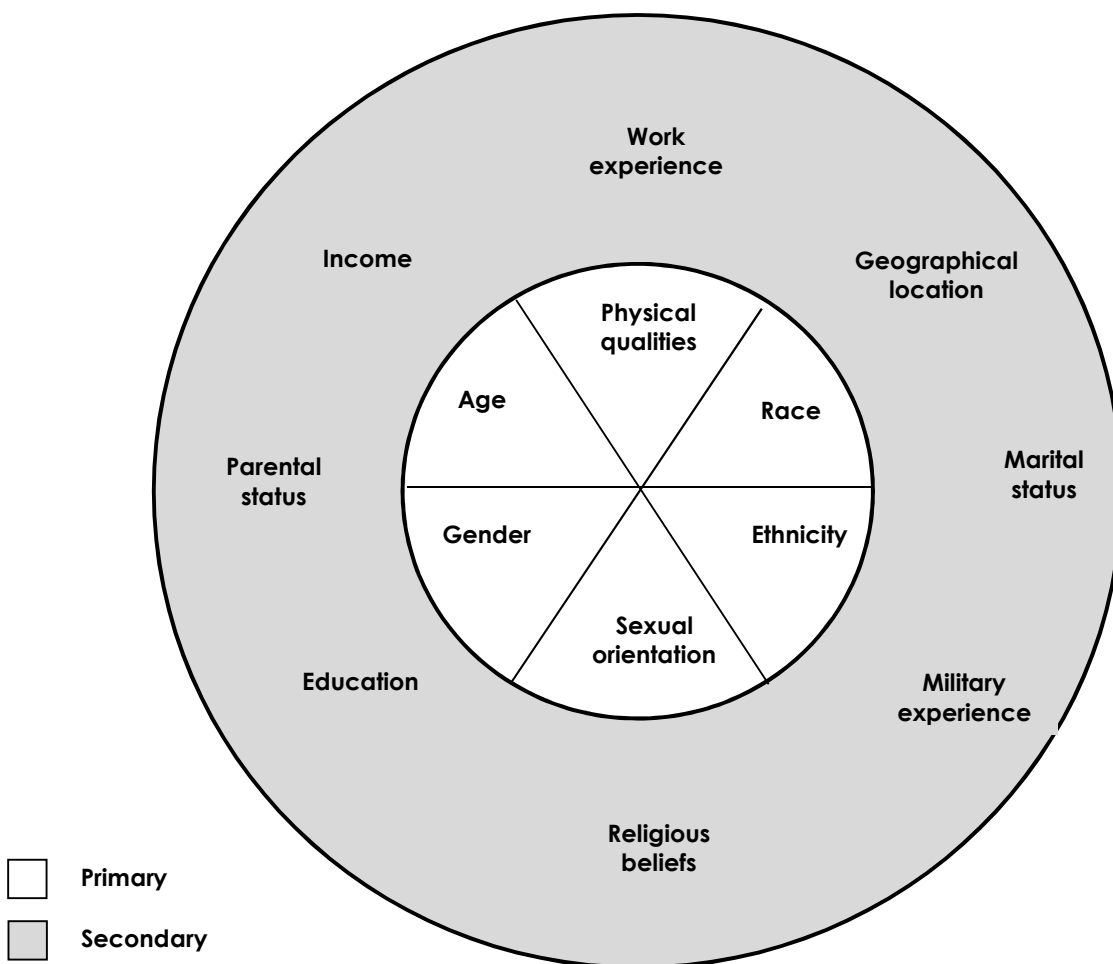
Mt. Rainier Leadership Camp, AWSL

INCLUSION INTO ACTION

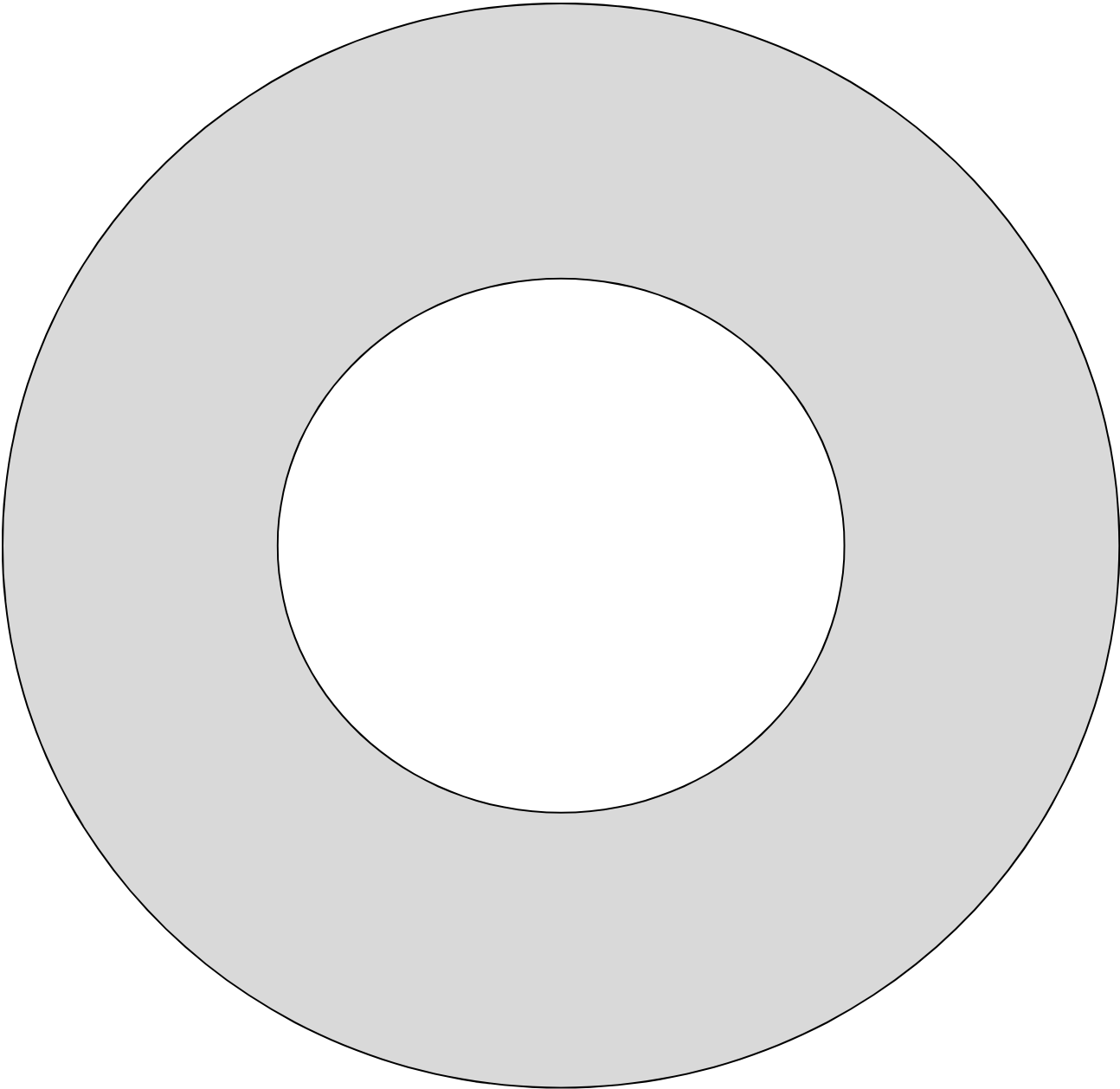
*“Because ‘insight and awareness’ without change is just plain bullsh*t.”*

Primary and Secondary Dimensions of Diversity

Loden and Rosener, Workforce America, 1991



My Primary and Secondary Dimensions of Diversity



- Primary
- Secondary

MASLOW'S HIERARCHY OF NEEDS



INCLUSION AT YOUR SCHOOL

First, choose a moderator. Then, as a school group, reflect and respond to the following questions:

1. Identify what makes your school diverse.
2. How is this diversity an asset?
3. Identify one school activity from last year—how could you have made it more inclusive?
4. What actions will you take as school leaders to promote inclusion and protect diversity in your school?

Inclusion into Action Contract

1. Identify a student or group of students at your school whom you think are excluded.
2. Create a primary/secondary circle (diversity wheel) for that student(s).
3. Share the circle with the group.
4. Below the circle, write a personal commitment to connect with the student(s) described above. Include your signature.

EXAMPLE: "I, Katie Wallace, commit to hosting one focus group each month during advisory because, as a leader in my school, I value students' opinions and voices.