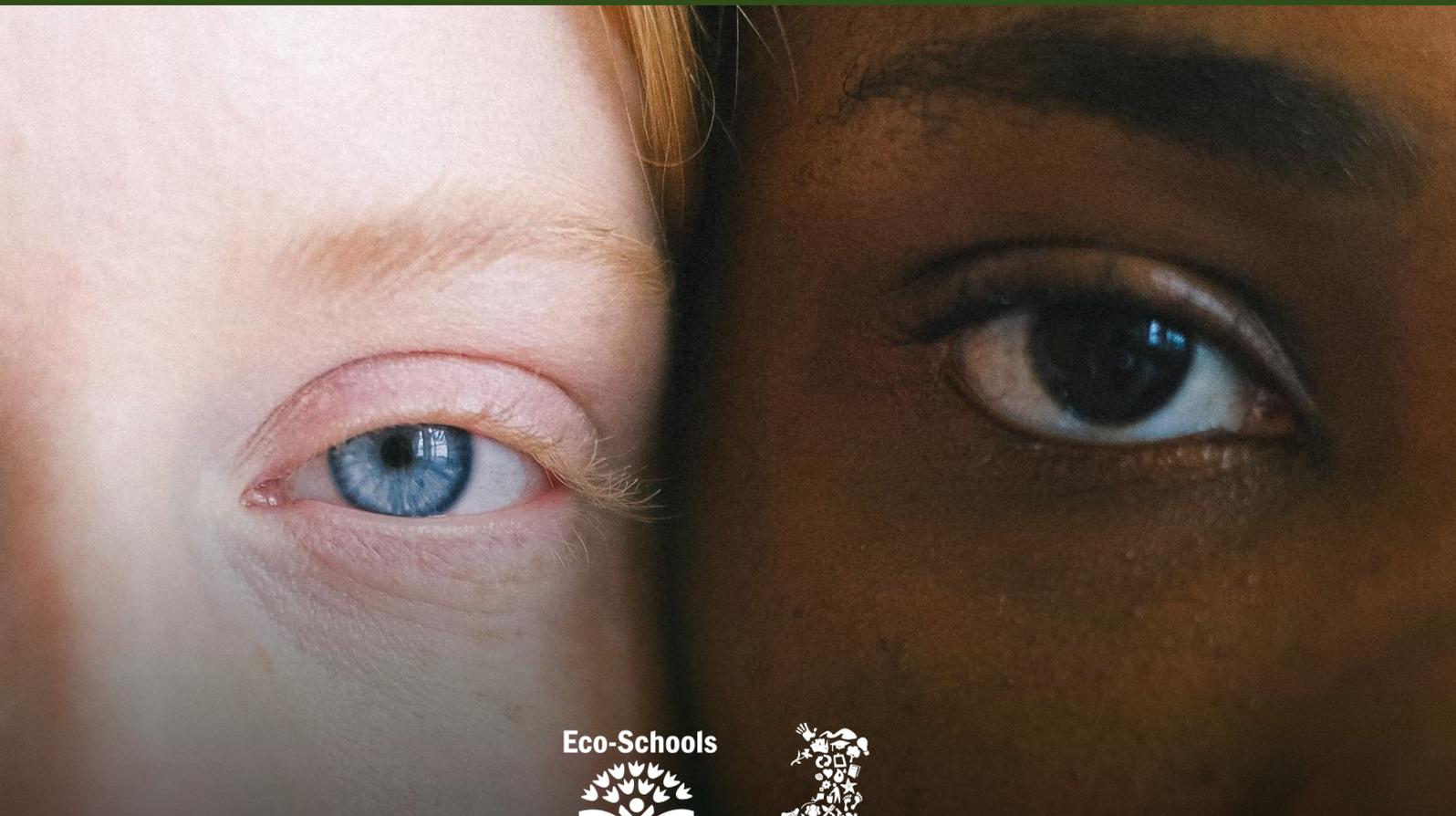


GALWAD

RADICAL INCLUSION

AN ACTIVITY ABOUT WHAT MAKES
US WHO WE ARE AND HOW CAN WE
LOOK BEYOND WHAT IS VISIBLE ON
THE OUTSIDE



Eco-Schools



Eco-Sgolion



cadwch keep
gymru'n wales
daclus tidy

Background information

In the story of GALWAD, 2052 is a place where our society is completely inclusive. People are not judged by their ethnicity, their abilities, their language, gender or how they look. Our society is radically inclusive.

Wouldn't it be great if every individual was celebrated for their own strengths and being different is 'normal'.

Imagine a society that adapts and welcomes every individual instead of individuals feeling they need to adapt to fit in to society. A society where values play an integral part in how we view those around us.

We don't currently live in that place. Despite a lot of progress over the last few decades, we still find racism, sexism, ableism all common in daily life. Sometimes this is explicit and sometimes it is more hidden.

2022 saw the first Commonwealth Games where the para sport athletes competed at the same time as all the other athletes, instead of having a separate tournament at a later date. This was a fantastic step forward for inclusivity in the UK and raised the question as to why has it not always been done this way?



Recent research from the US suggests that 1 in 44 children are Autistic. Autism affects how people communicate and interact with the world and society, amongst other things.



On average women in the labour market still earn 20 per cent less than men globally, while in many countries they don't have the same rights as men.



Between 1948 and 1991 Black and White people in South Africa were segregated under the apartheid. This included, public facilities, events, housing and jobs with preference given to white.

In 2014 most of the UK made same sex marriage legal (2020 in Northern Ireland), this came after many years of campaigning and protests from the (then) LGBT movement.

There is still a long way to go until we have gender equality, acceptance and understanding but we are moving in the right direction.

Having open conversations about how we choose to identify ourselves and how we feel is crucial to creating that inclusive society. The resources at [Genderbread \(www.genderbread.org\)](http://www.genderbread.org) offer some fabulous support with this.

Similarly we have seen a huge amount of work and progress towards race equality in Wales and across the UK. In some communities we see multiple ethnicities living and working together without question or prejudice.

This is not yet the norm though, and there are still areas where racism is common, and groups of people find power in singling out others who may not look like they do.

As Wales has set a plan to become a Nation of Sanctuary, we will need to address and overcome issues of inclusivity when we create our positive future. This means embracing those core values like empathy, compassion, peace and acceptance and using them to see the person on the inside.

Activity

This activity is going to explore what makes you the person you are and will involve creating a visual or audio person map for yourself.

1. The first step is to create or imagine your outline. This could be done in a few different ways:
 - You could draw around your hand or draw an outline of a generic person.
 - You could go outside with some chalk and draw around each other to create a template
 - If drawing is not possible then try visualising a shape that you are going to fill with words
2. Now think about all of the things that make you who you are and write or draw them around your image. Take plenty of time to do this and think really carefully about what to include. Think about
 - What values you hold important
 - What you enjoy doing in your spare time
 - How you would describe your personality
 - Perhaps what worries you or what makes you happy
 - Who is special or important in your life
 - Feelings that are inside you
 - Your favourite food or animal or artist

You can decorate your image in whatever way suits you (but try not to make it a picture of you).

If you are doing this verbally, think about all the words that you would like to include and record them in a sound cloud that can be played to others.

3. Once complete, don't write your name on your work but put it in a central place in your class.
4. Now spend time carefully exploring all of the people maps that your classmates have created. Make a note of where you find words or images on other people's work that are also on your own. How many do you have that are the same and how many are unique to you? Do you know who created each map just by looking or listening to them or is it much harder to tell?

Once you have completed the activity, you have the option to:

- Make a note of the person map that you have the most in common with and then find out who that person is. Is it who you were expecting?
- Discuss the words or images that came up most frequently
- Discuss whether there were any words that students found difficult to share or that they found surprising when reading or listening to each other's work.

Reflection

Think about all of the words and images that have been used to create the people maps. How many of them are visible from the outside?

We are all guilty of judging by appearances at times and deciding someone's character before we have properly got to know them.

What could you do in the future to try and ensure that your class is an inclusive safe place for everyone, where people feel comfortable being their true self?

Curriculum links

Purposes

- Enterprising, creative contributors
- Healthy, confident individuals

AOLEs and What Matters statements

Health and Wellbeing

- Our decision-making impacts on the quality of our lives and the lives of others.

Humanities

- Human societies are complex and diverse, and shaped by human actions and beliefs.

Global Goals



Goal 5: Gender Equality

Goal 16: Peace, Justice & Strong Institutions

GALWAD



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