

Activity Seven: In or Out

Materials:

- Index cards or similar size pieces of paper.

Note: This activity works best with more participants. It is ideal to have a minimum of 10 participants.

Instructions:

1. Hang up the Big 8+ poster or refer to the handout. For this activity, review the Big 8+ when discussing the randomness of discrimination during step 5.
2. Before the activity begins, the facilitator writes on index cards 10-12 arbitrary visual markers that will be used to differentiate the participants and form groups. No one except the facilitator should see the index cards.
 - Example markers to include on index cards include wearing jeans, wearing gym shoes, wearing a hat, has short hair, has brown eyes, wearing jewelry, etc.
 - Anything that is arbitrary in terms of being “in” or “out” can be used.
3. Ask the participants to line up single file facing the front of the room. Explain to the participants that throughout the activity, the facilitator will tell them if they are “in” or if they are “out.”
 - If they are told they are “in,” they stand up front next to the facilitator.
 - If they are told they are “out,” they sit down.
 - Example:
 - The first marker on the index card could be wearing a hoodie.
 - If the first person in the line is wearing a hoodie, the facilitator says “you’re in” and that person stands up front to the right of the facilitator.
 - If the next person is not wearing a hoodie, the facilitator says “you’re out” and that person sits down in one of the chairs near the back of the line. Once everyone is through the line and is either sitting in the chairs in the back or standing to the right of the facilitator, everyone is asked to line up again.
 - Ask participants if they have figured out what is happening, but ask them not to say it out loud until the end.
4. The activity is repeated multiple times with new markers.
5. Ask the participants if they know what is going on.
 - See if they can guess what markers were used to decide who was in and who was out each time the sorting was done.

- Discuss how it felt to get in? How did it feel to be told you are out?
- Did some people get “out” many times? Did some people always seem to be “in?” How did that feel or what did it make you think about?

- The Big 8+ poster shows examples of people being in or out in terms of rights, acceptance in society, fairness in all major institutions, who is stereotyped and who isn't, etc. Go through the Big 8+ to talk about examples. There is no scientific reason for discrimination of the Big 8+. It's all socially constructed and made to benefit those on the privilege side throughout history and even now. For example, are men better leaders than women? Why did women have to work for over 72 years to get the right to vote? Why are women paid less even now for doing the same job? Why did women have to fight for the right to go to school and own land? Women's lack of equal rights is as arbitrary and random as the index cards.
 - Facilitators can pose these questions, as well as similar ones, and share information for many of the identities.
 - Discussion can also introduce the idea of being an ally to bring all people to the "in" who are more on the "out."
 - Ask the participants what they think it means to be an ally and facilitate discussion.
 - What are some ways we can do this?
 - For example, inviting somebody sitting alone at lunch to join you, hearing a stereotype or a joke and saying, "That's a stereotype about [religion]" or "don't make jokes about [ethnicity]" or "women are as smart as men."
6. Now, give the mentees a chance to be the facilitators. Let the youth take turns deciding what the identity marker will be so they can continue to play the game with each youth being the person that sorts people in and out.
- In order to ensure that the identity marker is appropriate, they should write the marker on a piece of paper to be approved by the facilitator.
 - An inappropriate example may be "attractive or not attractive" or "skin color."
 - An appropriate example may be "shoe laces or not" or "jeans or not."
7. Participants can share times they felt in or out of any group or event.
- Questions related to fitting in
 - Can you think of a time or place where you felt that you were accepted?
 - How does it feel to fit in with people and places? How does that make you feel right now as you think about it?
 - What is it about that situation that makes you feel so welcome?
 - Questions related to not fitting in:
 - Can you think of a time where you felt that you didn't fit in?
 - How did those situations or places make you feel? How does that make you feel right now?

- Did you talk to anybody about how it made you feel?
- How did you handle this situation?
 - Someone may not have been invited to a party or not made a sports team.
 - Someone may not be in contact with a parent, live with grandparents or foster care etc.

8. End the activity by asking questions about how they can work to not only find places where they can feel welcome but to be sensitive when someone is not included and to include them, to invite them in. Can anyone think of a time you reached out to someone and included them? Can you think of a time when someone helped you feel welcomed and like you fit in?