



Inclusion, Diversity and Equality of Opportunity



Purpose: To help participants understand why inclusion and equality of opportunity are essential to a safe and successful society.

Participant learning objectives:

1. Understand the meaning of inclusion and equality of opportunity in practice
2. Be aware of equality and human rights legislation
3. Understand the importance of inclusion and equality of opportunity

4

CONTENT	METHODS/ RESOURCES <i>Slides 33-41 can assist with this session.</i>	APPROX. TIME
<p>Inclusion and Equality of opportunity</p>	<p>Inform participants that this session will focus on why inclusion and equality of opportunity are so important within our diverse communities/ society.</p> <p>These next activities will help remind participants of what the terms inclusion and equality of opportunity mean, and what they look like in practice.</p> <p><i>Resources:</i> Ball (or object which can be easily picked up) Large room/ hall</p> <p>Stride It Out – Part 1 Place a ball in the centre of the room and arrange participants in a wide circle – all participants must be exactly the same distance from the ball (pace out long strides in advance). Inform participants that they can only take three steps to reach the ball and there must be no contact with any other participants. Say ‘go’ and the first to walk to and pick the ball up wins. Repeat 3 or 4 times – those with the longest stride should routinely win while the shorter participants do not.</p>	<p>30 minutes</p>

Debrief: Does this activity seem fair? You are all the same distance away – does this mean you have equality of opportunity? If participants suggest that taller group members are winning, ask them what the smaller group members have to do. Should they work harder or maybe even accept that they are going to lose? Ask participants if they have any suggestions on how we can make it fairer.

Stride It Out – Part 2

Make the suggested changes – e.g., have everyone stand at the ball in the centre and stride out 3 paces to get their starting point – so now there is not an even circle, but some are closer than others.

Say ‘go’ and repeat 3 – 4 times.

Debrief: Is there a wider spread of winners? What does this tell us about equality of opportunity?

Resources:

[Post-it notes on the wall](#)

[Step stool \(or safe alternative that is only a few inches high\)](#)

Out Of Reach

Place a post-it on the wall a few inches above the reach of the youth worker. Do this in advance of the session.


The youth worker demonstrates that she/he can't reach and asks for solutions.

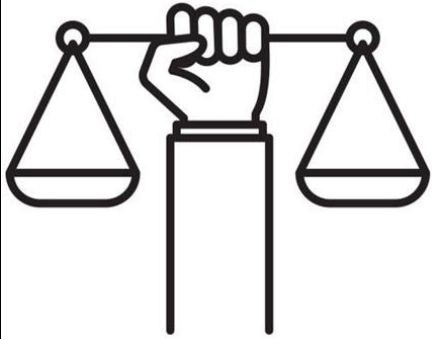
Possible solutions may include that someone else taller offers to get it (respond with thank you, but I would like to be able to do it myself) or use a step stool to help.

Debrief: This is an example of when a taller person does not need any help to reach the post-it, but the youth worker needs an additional tool to complete the task and so gives her/him equality of opportunity. Point out however, that not everyone may be able to reach the post-it, even with a step stool. This shows that the same solution will not work for everyone, and others may need additional resources/ help to reach the post-it.

Now show participants the visual representations of inclusion which are provided on slides 35 & 36. Ask participants how these pictures represent inclusion. Can they think of other examples from real life or from movies?



	<p>Summarize with definitions of equality of opportunity and inclusion. Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability. Inclusion is quite similar, in that it is making sure everyone is included, regardless of background, culture, ability etc.</p> <p>Everyone should be treated fairly regardless of any visible or invisible factors, with the same access to services to opportunities, and any barriers that people face should be removed.</p>	
<p>Human Survival</p>	<p>Resources: Flipchart Markers</p> <p>This activity will introduce the concept of human rights.</p> <p>Split participants into smaller groups of 3-5. Ask them to brainstorm all the things that human beings need to survive. They can document their thoughts on flipchart.</p> <p>Once all groups have finished, ask them to feedback their thoughts to the rest of the group.</p> <p>Debrief: Did all groups pick similar things? Is there a difference between needs and wants in some of the responses? Highlight that every human being has the right to have, at least, their basic human needs fulfilled.</p> <p>For children and young people this will include things such as a caring parent/ guardian, safe home, warmth, food, education, healthcare, etc.</p>	<p>20 minutes</p> 
<p>Human Rights</p>	<p>Resources: Human Rights cards</p> <p>Now is a good time to introduce the concept of human rights. Inform participants that human rights are the basic rights and freedoms that belong to every person in the world, from birth to death. Here in Northern Ireland, there are a number of laws that outline our human rights. The main ones are the Human Rights Act of 1998, and the European Convention on Human Rights.</p>	<p>40 minutes</p>



	<p>Explain to participants that you are going to provide them with 16 human rights cards (taken from the European Convention on Human Rights).</p> <p>Explain that participants must work in groups of 3-5 and place the cards in order, from most important to least important. They must agree in their group and offer reasons as to why one is more important than the other. Highlight that there is no correct 'order,' this is just a matter of opinion.</p> <p>Ask participants to feedback their responses to the rest of the group.</p> <p>Debrief: Was this exercise hard/ easy? What are the rights that people deemed most important? Why? What are the rights that people deemed least important? Why?</p>	
<p>Circle of Human Rights</p>	<p>Resources: Human rights cards</p> <p>Now ask participants to stand in a circle and provide each person with a human right card. If you have more than 16 in your group, duplicate the number of additional rights you need. Now walk around the circle and randomly take some rights away. Ask participants how this makes them feel. Ask them how their life would be impacted if this right was taken away.</p> <p>Debrief: We should never have to choose human rights – they belong to everybody in the world and every human right is needed to live and grow.</p>	<p>20 minutes</p>
<p>Importance of Inclusion and Equality of Opportunity</p>	<p>Brainstorm with participants what they have learned today.</p> <p>Re-iterate that the importance of diversity, inclusion and equality of opportunity is written within laws and protected by our human rights. This means that all schools, workplaces, organisations etc. have rules and policies around how to be a more diverse, inclusive, and equal place. Ask participants if they can think of any rules which exist within the club/ their school which make it more inclusive.</p> <p>Highlight that although there are lots of policies and laws in place that help to 'protect' people's rights, there are still times and situations where people get treated unfairly. This is something which we will explore further throughout the module.</p>	<p>20 minutes</p>
<p>Evaluation/ Check-Out</p>	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>

Human Rights Cards ✂

Right to life	Right not to be tortured or treated in a way which is cruel or intimidating	Right not to be required to do forced labour and not to be treated as a slave	Right to liberty (freedom) and security (protection)
Right to a fair trial	Right to an education	Right to enjoy your belongings	Right not to be treated unfairly in the enjoyment of your rights because of your age, race, religion, sex, disability or any other status
Right to express your views and opinions	Right to marry and have a family	Right to get together with people in a peaceful way and join a trade union	Right not to be punished for something if your action wasn't against the law when you did it
Right to respect for private and family life, your home, letters, emails, and phone calls	Right to have your own thoughts, beliefs, and religion	Right to vote in elections once you reach the voting age	Right not to be sentenced to death for any crime