



Inclusion, Diversity and Equality of Opportunity




Purpose: To increase participants awareness around the implications of prejudice, and to introduce the concept of discrimination.

Participant learning objectives:

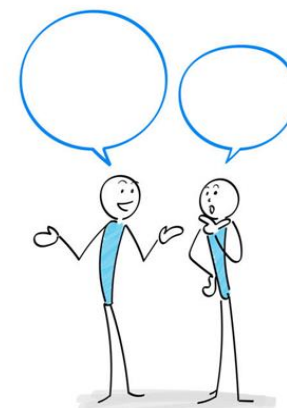
1. Understand that prejudice can lead to discrimination
2. Understand the negative implications of discrimination on people
3. Understand that specific steps may need to be taken in order to help protect minority or under-represented groups

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CONTENT	METHODS/ RESOURCES <i>Slides 58-71 can assist with this session.</i>	APPROX. TIME
Tower Activity	<p>Resources:</p> <ul style="list-style-type: none"> Paper Paper clips Straws Sticky tape Pencils Other tower building materials <p><i>This activity can alternatively be completed with spaghetti and marshmallows.</i></p> <p>Do not present the topic of today until after the challenge is complete.</p> <ol style="list-style-type: none"> 1. Split participants into one larger group (majority group) and one or two smaller groups (minority groups) – depending on your group size. 2. Inform the majority group of their goal. <p>Win the challenge of building the highest tower. Control all resources to ensure that the minority groups do not get the same standard of resources as you.</p>	30 minutes

	<p>Leader's tip: Give the majority group preferential treatment (sitting at front of room, sweets, hints etc.)</p> <p>3. Inform the minority group of their goal: The majority group control all resources in this challenge. Negotiate with them to gain more resources. Your objective is to build the highest tower with the resources available.</p> <p>Debrief: Ask majority group:</p> <ol style="list-style-type: none"> 1. How did it feel to have this power? 2. What impact did your decisions have on the minority groups? 3. How do you feel about the minority group? 4. How do you think they feel about you? <p>Ask minority group:</p> <ol style="list-style-type: none"> 1. How did the decisions of the majority group make you feel and how did it feel to be a part of this group? 2. How do you feel about the majority group? 3. What difference did your response make? 4. How do you think the majority group might feel about your group? <p>How does this activity reflect how things are in the real world? Are there things in the real world that are unfair? Can you describe any?</p>	
<p>Choose An Apprentice</p>	<p>Resources: Apprentice cards</p> <p>Young people will be encouraged to think more about their own prejudices and misconceptions, and they will recognise that it is wrong to dismiss someone based on an aspect of their identity.</p> <p>Split participants into groups of 3-5. Provide each group with the six 'Apprentice' cards. Explain that each group needs to recruit an engineer to go into space and set up life on the moon! The tutor will reveal a layer of information on the PowerPoint slides (slides 61-66), and each time the group must 'fire' someone (i.e., remove them from their list of potential apprentices).</p> <p>The final slide reveals each person's qualifications. Discuss their choices, highlight the judgements that were made and reasons why.</p>	<p>30 minutes</p>

	<p>Debrief: Was this exercise hard/ easy? Did you all agree on who you would 'fire'? Are you happy with your choice/ are they the best person for the job? If you had more information from the beginning, would you have made a different choice? This exercise highlights the importance of getting to know someone before we pass judgement or make decisions that will impact their lives.</p>	
Discrimination	<p>Based on the previous activity, explore as a group why we should get to know a situation/ person before we judge. Explain that making judgements can lead to discrimination. Discrimination happens in three ways:</p> <ul style="list-style-type: none"> • Excluding someone (leaving them out) • Treating someone unfairly or unkindly • Separating different groups of people <p>You can use examples to help explain discrimination, e.g., excluding someone in the playground because they have a disability, being nasty to someone because of their hair colour, not allowing the girls to play for the school football team etc.</p>	15 minutes
Always Debatable	<p>Resources: Debate statements Agree/ Disagree signage</p> <p>Now is a good time to introduce structured debate.</p> <p>Re-visit the contract and establish comfort zones if necessary.</p> <p>The purpose of the debate is not to cause division.</p> <p>A structured debate will allow participants to think critically about the topics presented, learn other viewpoints and opinions, resolve any 'bubbling' or existing conflict, and promote emotion and empathy. Be sure to challenge participants views and offer factual information where appropriate.</p> <p>Statements can be amended to suit any existing topics of interest or concern amongst the group.</p>	45 minutes



<p>Is it Discrimination?</p>	<p>Resources: Discrimination? Cards</p> <p>Everyone may suffer from discrimination from time to time, but some groups are affected more than others. For example:</p> <ul style="list-style-type: none"> - Gender (women are often paid less than men, enjoy fewer promotions, are tasked with childcare etc.) - Race (may not be offered same employment opportunities, may be paid less, may suffer abuse or harassment in public etc.) - Refugees (may not be able to speak the language, might struggle to find accommodation, might not find a job that treats them well and pays them fairly etc.) - Sexuality (often suffer harassment or abuse, might be excluded from certain job positions or social services) - People with disabilities (might have limited education and employment prospects, face physical barriers to their movement, face exclusion from social events etc.) <p>Everyone is protected by law and there are special protections for those who may need it most. This means that sometimes we have to take specific steps in order to promote diversity, inclusion, and equality of opportunity. This is called positive action.</p> <p>Split participants into smaller groups of 3-5. Give each group a set of discrimination cards and ask them to discuss each one in turn. Is it discrimination? Is it positive action? Does it have a positive impact or a negative impact? All participants may not agree, and this is OK, some of these are a matter of opinion and are not written in law.</p> <p>Debrief: Was this exercise hard/ easy? What did you discuss? Why is positive action sometimes needed? Can you think of other examples? Or other examples when negative discrimination has occurred?</p> <p>Go through each scenario and offer some further guidance for participants.</p> <p>End the session by re-iterating the negative consequences that labelling or pre-judging others can have. Explain to participants that next week we learn more about where these negative attitudes or opinions come from, and how we are influenced.</p>	<p>30 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>

Apprentice Cards

	Hannah	Delroy	Patrick
Ali	Jamie	David	Adriana

Debate Statements (Suggested)

Girls face more peer pressure than boys

Voting age should be lowered to 16

Humans should not eat animals

Religion divides us more than unites us

Ethnic minorities contribute more to society than they take

Drug addicts should receive help instead of punishment

Difference causes more harm than good

School policies around dress code/ appearance try to suppress our individuality

People say they are depressed or suicidal for attention

Equal rights for all are idealistic and unachievable

More businesses should employ people with learning disabilities

Agree

Disagree

Discrimination? Cards ✂

Employing more people with disabilities to make your organisation more diverse

Only allowing a certain number of each religion to live in a new housing estate

Refusing someone a job because of their piercings

Giving students with dyslexia extra time during exams

Allowing two of your students out early every Friday because they have a part-time job

Allowing all mothers extra time off when they have a baby

Not allowing someone to join the football team because of their behaviour

Separating boys and girls for P.E.

Only selling vegan foods in your shop

Not allowing someone to a birthday party because they don't have the right clothes

Closing the girls' toilets because a pupil wrote nasty comments on the wall

Only allowing over 18's to drink alcohol

Reserving seats on the bus for those with physical disabilities, elderly or pregnant