



Inclusion, Diversity and Equality of Opportunity





Purpose: To increase participants awareness of what influences their attitudes, opinions, and behaviours.

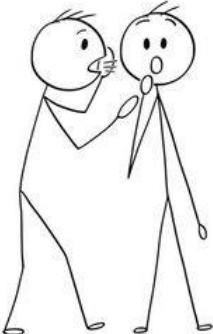
Participant learning objectives:

1. Understand that our attitudes, opinions, and behaviours are impacted by external factors in society
2. Understand the importance of increasing knowledge and understanding of a person/ topic before passing judgement
3. Increase knowledge and understanding of minority groups within local society

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CONTENT	METHODS/ RESOURCES <i>Slides 72-86 can assist with this session.</i>	APPROX. TIME
<p>'Share a Coke'</p>	<p>Show participants the video clip of the 'Share a Coke' Campaign embedded on slide 73. https://www.youtube.com/watch?v=YjJkkZ6cT1w</p> <p>Coca Cola have been very successful due to their marketing campaigns over the years. If Pepsi had made better adverts first, they may have been the top seller!</p> <p>Ask participants why they think this campaign was so effective. How does advertising impact on our attitudes and choices? Is advertising a good or bad thing?</p> <p>Highlight that many things can influence our attitudes, in good and bad ways. In this session, we will be looking at how the media and other things can have a powerful influence on our attitudes.</p> <p>We will also discuss why it's important to make our own informed opinions, based on good understanding and fact.</p>	<p>10 minutes</p> 

<p>Swayed Opinion</p>	<p>Resources: Flipchart Markers</p> <p>This will help participants understand that our experiences, attitudes, and opinions are what sometimes leads to judgements.</p> <p>Ask participants to think of some attitudes or feelings they may have towards people, places, or things? This might be teachers, latest technologies, restaurants etc. What experiences have they had that has led to these attitudes or feelings?</p> <p>Ask participants to brainstorm people/ places/ things that influence their attitudes and opinions. This can be done in small groups or pairs using flipchart. Once all groups have completed their lists, ask everyone to feedback.</p> <p>Now, as a whole group, ask participants to pick the top 10 influences and place them in order, from most important to least important.</p> <p>Debrief: What are the most important factors? Why? Do you think your attitudes/ beliefs have changed from the beginning of the programme? Who/ what has influenced you?</p>	<p>30 minutes</p>
<p>Headliners</p>	<p>Show participants the headliners on slides 76-78. Inform participants that they must read the three different newspaper headlines and detect the real headline – the other two are made up.</p> <p>Debrief: How would these hyped headlines affect readers' views? What kind of thoughts and feelings do they create compared to the real headlines? What kinds of attitudes and behaviour can they lead to? What stereotypes could they create? What problems and behaviour could this create in wider society?</p> <p>The media has such a big influence on the way you think and feel about certain people or things.</p> <p>The newspaper headlines highlight how reports aren't always based on facts - so they aren't always accurate/ true! That's why it's important to challenge what you hear and what you read, and to try to find out the facts.</p> <p>Once you know the facts, you can form your own opinions and be more confident in your views.</p>	<p>20 minutes</p> 

Finding the Facts – Group Project	<p>Resources: Creative art materials Access to computers/ Wi-Fi</p> <p>This activity is an opportunity for young people to dispel existing stereotypes, and to highlight the importance of seeking out facts before making judgements about people. Ask participants to work in small groups and do some research on a group of people/ person who is commonly judged or discriminated against within their local community or society. Ask them to find out all the interesting and important facts about this person or group of people. They can present this as an information leaflet, letter, poster, magazine article, PowerPoint etc. Tell them to be as creative as they like!</p> <p>Ask participants, in turn, to present to the rest of the group. This will encourage learning and understanding from one another.</p> <p>Debrief: How was this activity? Were any of your findings surprising? What have you learned from this activity? How can we increase our knowledge and understanding of others?</p>	<p>90 minutes</p>
Rumours	<p>This a good activity to end the session and re-iterate that it is important not to spread information about people unless it is based on fact!</p> <p>Bring participants together, sitting in a circle. Pick one person to say a message into the ear of the person sitting next to them. That person then relays that message onto the next person and so on. Each participant is only allowed to say the message once and must say it quietly so as only the person sitting next to them can hear. Once the message gets back to the originator ask them to call out what was said to them. Is it different to the message they passed on at the beginning?</p> <p>Debrief: Are rumours sensationalised in the same way journalists exaggerate the news? How does that impact on people’s attitudes e.g., arguments and bullying. Highlight that when they have a good understanding of different things, and find out the facts, they can feel confident in their own conclusions and can avoid acting in a prejudicial or discriminatory way.</p> <p>The FACT formula may be useful to conclude the session: F – Find out the facts A – Ask questions C – Challenge what you hear or read T – Think about all the information and form your own opinions.</p>	<p>20 minutes</p> 
Evaluation/ Check Out	<p>Resources Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>