



# Inclusion, Diversity and Equality of Opportunity




**Purpose:** Participants develop awareness and understanding around non-discriminatory attitudes, language, and behaviours.


**Participant learning objectives:**

1. Increase awareness around discriminatory attitudes, language, and behaviours
2. Increase knowledge in how to practice non-discriminatory attitudes, language, and behaviours
3. Increase knowledge and willingness to help create a welcoming and inclusive environment

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CONTENT	METHODS/ RESOURCES <i>Slides 95-102 can assist with this session.</i>	APPROX. TIME
<b>Secret Leader</b>	<p>This is a fun icebreaker and will be used to introduce the topic of role modelling.</p> <p>Select a detective. The detective’s role is to guess correctly who the leader of the group is. Ask the detective to either close their eyes or leave the room whilst you pick a leader. The leader’s role is to lead certain movements in the group. For example, if the leader claps their hands, everyone else in the circle must copy. The detective has three chances to guess correctly who is leading the moves.</p> <p>Play for 2-3 times and then introduce today’s topic. Inform participants that in real life we often mimic what our peers are doing, whether it’s our attitudes, behaviour, or language. We are all essentially role models and have the power to encourage positive behaviour by displaying positive behaviour ourselves.</p>	20 minutes
<b>Bad Attitudes</b>	<p>Ask participants if they have ever been told off by teachers, parents etc. for having a ‘bad attitude’. This is something which is talked about a lot during the teenage years and is not uncommon. It must be recognised however, that everyone can have poor attitudes towards things/ people, which can result in negative language or behaviours.</p> <p>Ask young people to think about why attitudes are important when talking about inclusion, diversity, and equality of opportunity. Ask them if they can provide some examples of when someone may have had a negative attitude towards a vulnerable group/ person.</p>	10 minutes

	Remind participants that our attitudes are always changing as we learn and grow.	
<b>Think Before We Speak!</b>	<p><b>Resources:</b> Flipchart Markers</p> <p>Our attitude ultimately affects the language we use and our actions/ behaviour. For example, if you think that boys should be stronger than girls, you might say things like ‘man up’, ‘you’re gay’, ‘stop being a girl’ etc.</p> <p>Split participants into smaller groups of 3-5. Provide each group with a flipchart page and markers. Ask them to think of all the negative things they have heard people say/ they may have said about specific groups of people in society. This can be comments towards sexuality, colour of skin, age, hobbies, appearance, wealth, mental health, physical health, etc. Ask each group to feedback.</p> <p><b>Debrief:</b> Was this exercise hard/ easy? Have we ever said something nasty without realising the impact it may have on someone? Probe participants further into some of the comments. What ones do we hear most often? What groups are often targeted the most with hurtful words?</p> <p>Ask participants to stay within their groups and provide them with a new flipchart page. They are now tasked with thinking of positive, non-discriminatory language, that they should use instead.</p> <p><b>Debrief:</b> Was this more difficult/ easier than thinking of discriminatory words? Why? Are we comfortable talking about vulnerable groups within society? Are we sure of what words are offensive and what are not? Why do you think this is?</p>	40 minutes
<b>Think Before We Speak - Tips</b>	<p>The use of inclusive and non-discriminatory language helps to avoid assumptions and misunderstandings and helps to promote more respectful relationships. Important tips include:</p> <ul style="list-style-type: none"> <li>➤ Use people first language. Some examples of people-first language include: “Person with a disability” vs. “the disabled” “Black people” vs. “blacks” “Homeless people” vs. “the homeless”</li> </ul>	

	<p>“Person in a wheelchair” or “wheelchair user” vs. “wheelchair-bound” or “confined to a wheelchair”</p> <p>“Older people” vs. “the elderly”</p> <p>“Transgender people” vs. “transgenders”</p> <ul style="list-style-type: none"> <li>➤ If you don’t know whether someone sees themselves as boy/ girl or male/ female, use pronouns such as they/ them</li> <li>➤ Be aware that what you say may offend someone</li> <li>➤ Try not to make assumptions about people</li> <li>➤ Try not to judge people based on one thing about them e.g., a disability. Try to see them as they really are.</li> </ul> <p><b>Think before you speak!</b></p>	
<b>Putting It into Practice!</b>	<p><b>Resources:</b></p> <p><b>Scenarios</b></p> <p>Now is a good time to put the learning from throughout the programme into action. At this stage, participants should have increased awareness and understanding around inclusion, diversity, and equality of opportunity, but should also be somewhat confident and willing to challenge prejudicial or discriminatory behaviours.</p> <p>Split participants into smaller groups. Provide each group with a scenario card. Ask them to read the scenario and determine how they could offer help or support in that scenario. Encourage groups to be creative and act out the scenarios and subsequent support that they would give.</p> <p><b>Debrief:</b> Was this exercise hard/ easy? Do these scenarios reflect real life situations? Would you be confident dealing with or challenging these situations in real-life? What further training/ knowledge would you need to help you do so?</p>	<p>60 minutes</p> 
<b>Pledge</b>	<p><b>Resources:</b></p> <p><b>Post-its</b></p> <p><b>Pens</b></p> <p>Ask participants to take some time to think about how they are going to change as a result of the learning on this course. Ask them to make a pledge of a big change that they are going to make, and three everyday habits they intend to develop and practice. Tell participants that you will follow-up with the pledges next week.</p>	<p>20 minutes</p>
<b>Evaluation/ Check-Out</b>	<p><b>Resources:</b></p> <p><b>Informal evaluation ideas</b></p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>

## Putting it into practice - Scenarios ✂

<p>There is a new girl, called Honoka, who has just joined your school. She has moved from Japan into the local area and talks very little English.</p> <p>You have noticed people making fun of her. She doesn't appear to have any friends.</p> <p><b>Tell us what you would do to help in this situation.</b></p>	<p>Your friend has just confided in you that he is gay. You are the first person he has told. He is afraid of anyone finding out because he thinks people won't accept it and will bully him.</p> <p><b>Tell us what you would do to help in this situation.</b></p>
<p>You are at the park with your friends. You bump into a girl from the other side of town. She is a Catholic, but you and your mates are all Protestant. They start to call her names, telling her that she is not welcome in this park.</p> <p><b>Tell us what you would do to help in this situation.</b></p>	<p>Your friend's dad has just been sent to prison. Your friend is really upset and has been getting a lot of nasty messages and comments sent to him through WhatsApp and over Facebook.</p> <p><b>Tell us what you would do to help in this situation.</b></p>