



Inclusion, Diversity and Equality of Opportunity



Introduction to Inclusion, Diversity & Equality of Opportunity (EDI)

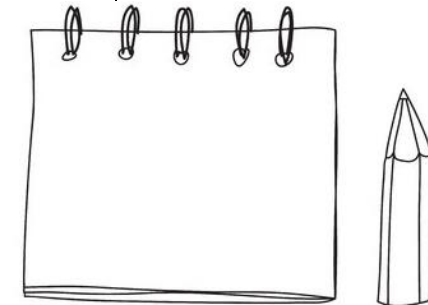
Purpose: To introduce participants to the programme and to provide them with a basic understanding of what Inclusion, Diversity & Equality of Opportunity means.



Participant learning objectives:

1. Be aware of programme expectations
2. Understand what is meant by the terms Inclusion, Diversity & Equality of Opportunity


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CONTENT	METHODS/ RESOURCES <i>Slides 1-12 can assist with this session.</i>	APPROX. TIME
<p>Short Introduction to Programme</p>	<p>Resources: Participant Booklets</p> <p>Go through slides 1-3 at a pace that is suitable for the group. Provide each participant with their work booklet. Inform participants that this is how they will showcase/ evidence their learning.</p> <p>Emphasize that a variety of evidence tools can be used i.e., photos, words, sentences, videos, drawings etc.</p> <p>Introduce the topic of Inclusion, Diversity & Equality of Opportunity (EDI). Ask participants if they have ever heard of any of these terms before and if so, what do they mean to them?</p> <p>You can write ideas on flipchart, if appropriate.</p> <p>Explain to participants that we will be exploring these themes over the course of the next ten sessions, and we will be doing so through a variety of activities including art, games, role plays, small group discussions etc.</p>	<p>10 minutes</p>



<p>Hopes and Fears for the Programme</p> 	<p>Resources: Post-it notes (2 colours) Pens 2 X flip chart paper. One labelled 'Hopes' and one labelled 'Fears'.</p> <p>Bring participants into a full circle. Provide participants with one post-it note of each colour. Ask participants to write their hopes for the programme on one colour, and their fears on the other. They can write more than one hope/ fear. Stick the flip chart papers on the wall. Once everyone has completed the activity, ask them to stick their notes on the appropriate flip chart. Go through them as a group, taking note of any common themes. Participants can remain anonymous if they wish.</p> <p>Facilitator should explore how hopes can be achieved and mitigations in place to reduce fears.</p> <p>Tip: Leader provides examples of their own hopes and fears first.</p>	<p>20 minutes</p>
<p>Contract</p>	<p>Resources: Flip chart Markers Blu Tac/ Flip chart stand</p> <p>This activity involves working with the group to agree a set of guidelines, a contract or an agreement about hopes, fears, and expectations, and can be a good way to explore important themes, establish a safe environment and way of being together that allows everyone to be clear and feel safe.</p> <p>Gather ideas from the group around ground rules/ ways of being together that will enable everyone to participate, learn, and enjoy the experience.</p> <p>As facilitator, write all ideas on flip chart for all to see.</p> <p>Check for shared understanding and agreement from all group members throughout the process. Ensure the contract is on display throughout the duration of the programme and re-visit, as necessary.</p>	<p>20 minutes</p> 

	<p>Examples of things to think about:</p> <ul style="list-style-type: none"> • Child Protection • Confidentiality • Mobile phone usage • Session times • Language • Respect for people, places, and things • Conflict • Non-negotiable rules e.g., drugs/ alcohol <p>Remember to make it appropriate to the age and needs of the group.</p>	
Baselines	<p>Resources: Baseline assessment – Beginning of programme</p> <p>Inform participants of the purpose of a baseline assessment; to help understand participant’s needs, to help measure their potential and to help measure progress they have made throughout the programme. Explain that a second assessment will be conducted at the end of the programme which will allow the worker to compare knowledge and understanding before and after.</p> <p>Baselines should be completed independently however clarify any questions/ queries with individuals as they arise.</p>	20 minutes
Icebreaker – Similarities and Differences	<p>Ask participants to get into groups of three and stand in a circle. Tell them that their assignment for the next two minutes is to find five things that the three of them have in common. This cannot be obvious things such as ‘is a human being, goes to school, lives in NI’ etc. They must be things they have had to find out from one another e.g., how many siblings they have, what places they have visited, what talents/ interests they have etc.</p> <p>When the two minutes are up, ask groups to feedback what they found out about one another, and the five things they have in common.</p> <p>Now ask everyone to find five things the three of them do not share. When the two minutes are up, ask groups to feedback what they found out.</p> <p>Debrief: Was this exercise harder or easier than finding similarities? In real life, do we usually focus on the things we have in common, or the things that make us different? Why? Remind participants that even within the small group, there are lots of similarities and differences amongst us.</p>	20 minutes

<p>What is Inclusion, Diversity & Equality of Opportunity?</p>	<p>Resources: Definition Match-up</p> <p>Split participants into groups of 3-5. Ask participants to work together and match up the statements to complete the correct definition. Once all participants have completed this activity, ask them to feedback their answers to the rest of the group.</p> <p>Debrief: Was this exercise hard/ easy? Do we now have a better understanding of what some of the key terms mean? Explain that we are all here to learn and that we will increase our knowledge and understanding on these topics as the weeks progress.</p>	<p>10 minutes</p>
<p>Exploring Further</p>	<p>Resources: Flipchart Markers</p> <p>Split participants into three groups. Ask each group to explore the three concepts further:</p> <p>Group 1: Explore Diversity further – what are the things that make us diverse? Give as many examples as possible. Ask participants to not only think of physical differences. Ask them to think about diversity in their family, community, NI, the world.</p> <p>Group 2: Explore Inclusion further – what does it mean in practice? How can we be more inclusive? Why should we be more inclusive? Can you think of any examples of inclusion?</p> <p>Group 3: Explore Equality of Opportunity further – What does it mean in everyday/ real life? Can you think of examples? Can you think of any times or situations where equality did not exist?</p> <p>Ask each group, in turn, to showcase their flipchart to the rest of the group and highlight key points that were discussed.</p> <p>Debrief: How did participants find this exercise? Do all the groups agree on what was written down/ said? Did one group find it easier than the others? Re-iterate the definitions of Diversity, Inclusion & Equality of Opportunity and explain to participants that all three concepts are equally important to ensure a fair and equal society. An equal society recognises people’s different needs, situations, and goals, and removes the barriers that limit what people can do and can be. We should celebrate difference and be respectful of ourselves and others.</p>	<p>30 minutes</p> 

Quiz	Resources: Quiz questions and answers True/ False questions Inform participants that this is a quick quiz to get them thinking a bit further about EDI. It is just for fun and to help them get a taster of what they might cover in more detail throughout the programme!	20 minutes
Evaluation/ Check-Out	Resources: Informal evaluation ideas Choose an activity from the list provided.	10 minutes





BASELINE ASSESSMENT - START

TO BE COMPLETED INDEPENDENTLY AT THE BEGINNING OF THE PROGRAMME

Please circle your answer.

Do you understand the purpose of the programme you are participating in?

Yes No

Rate the following (1 being low/ poor; 5 being high/ excellent):

Low/ Poor

High/ Excellent

Knowledge on diversity within your youth club/ community:

1 2 3 4 5

Ability to use correct language when talking about difference:

1 2 3 4 5

Ability to display correct behaviours when talking about difference:

1 2 3 4 5

Attitude towards diverse groupings:

1 2 3 4 5

Ability to be inclusive and fair:

1 2 3 4 5

Confidence in challenging negative or disrespectful behaviours from others:

1 2 3 4 5

Learner Name:

Club:



EDI Definitions – Match Up ✂

Diversity is...	the range of human differences. It is about recognising, respecting, and valuing differences such as ethnicity, race, age, religion, political opinion, interests etc.
Inclusion is...	being included and being able to participate in safe and welcoming environment.
Equality of Opportunity is...	where individual needs, situations, and goals are recognised and the barriers that limit what people can do, or can be, are removed.

Quiz

Statement	True	False
One in ten children and young people live in poverty in NI		Joseph Rowntree Foundation suggest that one in four children live in poverty (Poverty in NI, 2022)
St. Patrick's Day is a public holiday in England		St. Patrick's Day is a public holiday in NI, Republic of Ireland, the Canadian province of Newfoundland and Labrador and the British Overseas Territory of Montserrat.
There is no 12th of July in Liverpool		There is a 12 th of July everywhere! It just is not celebrated as it is here in NI!
The period of fasting for Muslims is called Ramadan	Ramadan is the ninth month of the Islamic calendar, observed by Muslims worldwide as a month of fasting, prayer, reflection, and community. They are not allowed to eat food or drink any liquids from sunrise to sunset.	
Polish is the second most spoken language in NI	According to the Belfast Telegraph (2022), Polish and Lithuanian are the most common spoken languages after English.	
There were approximately 100 crimes reported with a homophobic motivation (a crime committed against the LGBTQ+ community) in 2019		According to NI Statistics and Research Agency there were 195 crimes reported with a homophobic motivation in 2019.
It is legal to discriminate against people who have a disability		There is lots of equality and human rights laws which protect people with disabilities.
Shops can refuse to serve people based on the colour of their sexuality or colour of their skin	This is a bit of a grey area. Generally, shops should be open and inclusive to everyone, and all should have policies around this. However, think of the 'Asher's Bakery' case, where they refused to bake a cake for a customer which quoted 'Support Gay Marriage.' The courts ruled in favour of the bakery as they said that it went against their beliefs, and thus they had the right to refuse.	
14.5% of UK population were not born in the UK	Based on Migration Observatory Data.	
Basketball is the most popular sport played in the world		According to World Population Review, football/ soccer is the most popular sport in the world, by a mile!

TRUE

FALSE