



Inclusion, Diversity and Equality of Opportunity




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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

CONTENT	METHODS/ RESOURCES <i>Slides 52-57 can assist with this session.</i>	APPROX. TIME
Tower Activity	<p>Resources: Paper Paper clips Straws Sticky tape Pencils Other tower building materials</p> <p>This activity can alternatively be completed with spaghetti and marshmallows.</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>Actions and Consequences – Role Play</p>	<p>Resources: Role play scenarios</p> <p>Participants should already be aware at this stage that prejudice is very common within society, even within this group. This activity will help young people understand the impact of prejudice further through different role play scenarios.</p> <p>Split participants into smaller groups of 3-5, depending on overall group size. Give each group one scenario card. Ask the group to work together to act out the scenario and what might happen next, reflecting on the questions being asked. Showcase each drama to the rest of the group.</p> <p>Debrief: Have you been in situations like these before? Are these the result of perceptions or judgements that we have of each other? Reflect more on the consequences of these judgements, e.g., Are there laws being broken? Are there policies being broken? Are people’s feelings being hurt? Are people’s confidence/ motivation being affected?</p>	<p>60 minutes</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.</p> <p>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>What categories do the scenarios fall under?</p>	15 minutes
Is it Discrimination?	<p>Resources: Discrimination? - Cards</p> <p>Everyone may suffer from discrimination from time to time, but some groups are affected more than others. Here are some examples for the tutor's reference:</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 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>	40 minutes
Evaluation/ Check Out	<p>Resources</p> <p>Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	10 minutes

Role Play Scenarios ✂

Your mum has asked you to pick up a few things from the shop. You put your coat on, and you hood up, because it is cold outside. You bring a few friends along with you.

As you and your mates go to enter the shop, the shop assistant says that you are not welcome, and to come back later with a parent.

Act out the scenario and reflect on:

What is wrong in this scenario?

What could be the consequences for the people involved?

You tell your teacher that you are hoping to be a mechanic. Your teacher laughs at you and tells you that a mechanic is a 'man's' job and is not suitable for girls. She tells you to come back to her with something more suitable.

Act out the scenario and reflect on:

What is wrong in this scenario?

What could be the consequences for the people involved?

Your big sister applied for a new job stocking shelves in the local supermarket. The owner refused her the job and said she is too overweight and will not be fit enough to lift heavy boxes and stack shelves.

Act out the scenario and reflect on:

What is wrong in this scenario?

What could be the consequences for the people involved?

You had planned to go away with the club this weekend on a residential. You have just received the menu for the weekend and noticed that there are meat/ other animal products at every mealtime. You are vegan for religious reasons, and your youth worker was already aware of this. You query him about it, and he laughs, telling you that you'd be safer staying at home then.

Act out the scenario and reflect on:

What is wrong in this scenario?

What could be the consequences for the people involved?

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 choir 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