



Inclusion, Diversity and Equality of Opportunity

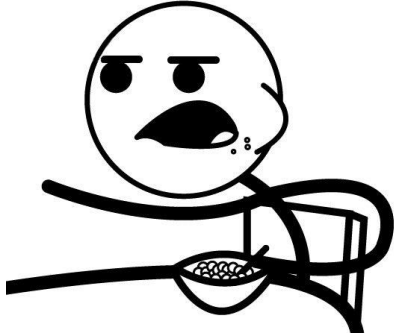



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Purpose: Participants develop awareness and understanding around non-discriminatory attitudes, language, and behaviours.



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

CONTENT	METHODS/ RESOURCES <i>Slides 84-92 can assist with this session.</i>	APPROX. TIME
<p>Bad Attitudes</p>	<p>Resources: Two clear containers Cereal—enough to fill one of the clear containers all the way up Sand or dirt—enough to fill one of the clear containers all the way up Bowls Tape</p> <p>Begin by asking 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 preteen and 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. We will explore this in more detail throughout the session.</p> <p>Cereal Pour Before the game, place a piece of tape about three-quarters of the way up on each clear container. Split the group into two teams. Have each team line up in front of a clear container and give each participant a bowl. Set the cereal and sand or dirt up (either on the floor or on a table) behind the participants. The participant at the end of the line must run to the table and fill their bowl with cereal. They then must pour it from their bowl into the</p>	<p>30 minutes</p> 

	<p>next person’s bowl, who then pours in into the next person’s bowl, etc. This continues until it gets to the final teammate, who must pour it into the clear container. Once the final person pours it into the container, the person at the end of the line must run and fill their bowl with sand or dirt, and it must make its way through all bowls, just like the cereal did.</p> <p>Continue this, each time alternating cereal and sand/dirt. The first team to fill their clear container to the taped line wins!</p> <p>Debrief: Do you normally eat this kind of cereal? Would you have eaten that cereal before the dirt got mixed in? What about after we played the game—would you eat it now? The cereal doesn’t look so good now it is mixed in with all the sand/ dirt. This is like attitudes. Ask participants if they have ever had an experience where a bad attitude just really ruined their day; where it didn’t matter what else had happened, once the bad attitude came, everything was ruined. Just like the dirt in the game we played, when you add a bad attitude to the mix—even if it’s a good mix—it turns things sour.</p> <p>Ask young people to think about why attitudes are important when talking about inclusion, diversity, and equality of opportunity. Ask them can they provide some examples of when someone may have had a negative attitude towards a vulnerable group/ person?</p> <p>Remind participants that our attitudes are always changing as we learn and grow.</p>	
<p>Think Before We Speak!</p>	<p>Resources: 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.</p> <p>Ask each group to feedback.</p>	<p>40 minutes</p> 

	<p>Debrief: 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>Debrief: 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>	
<p>Think Before We Speak - Tips</p>	<p>The use of inclusive and non-discriminatory language helps to avoid assumptions and misunderstandings and helps to promote more respectful relationships.</p> <p>Important tips include:</p> <ul style="list-style-type: none"> ➤ Use people first language. Some examples of people-first language include: <ul style="list-style-type: none"> “Person with a disability” vs. “the disabled” “Black people” vs. “blacks” “Homeless people” vs. “the homeless” “Person in a wheelchair” or “wheelchair user” vs. “wheelchair-bound” or “confined to a wheelchair” “Older people” vs. “the elderly” “Transgender people” vs. “transgenders” ➤ If you don’t know whether someone sees themselves as boy/ girl or male/ female, use pronouns such as they/ them ➤ Be aware that what you say may offend someone ➤ Try not to make assumptions about people ➤ Try not to judge people based on one thing about them e.g., a disability. Try to see them as they really are. <p>Think before you speak!</p>	<p>15 minutes</p> 

<p>Putting It into Practice!</p> 	<p>Resources: Role play scenarios</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>Provide each group with a role play scenario card. Ask them to really try and imagine that this is happening in real life!</p> <p>Ask participants to act out the scenario and how they would help or support that person. Tell them to think about body language, attitudes, and behaviours! Showcase each drama to the rest of the group.</p> <p>Debrief: Was this exercise hard/ easy? Do these scenarios reflect real life situations?</p> <p>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>
<p>Pledge</p>	<p>Resources: Post-its Pens</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.</p> <p>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.</p> <p>Tell participants that you will follow-up with the pledges next week.</p>	<p>20 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>

Putting it into practice - Role Play Scenarios ✂

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.

You have noticed people laughing at her in the playground and you have heard people say that she 'looks weird' and 'talks weird'. She mostly eats her break and lunch by herself.

Show us what you would do to help in this situation.

Every night at youth club everyone has been playing ball games, mostly football. You notice that Jimmy, who is in a wheelchair, is sitting bored whilst everyone else is having a good time playing.

Show us what you would do to help in this situation.

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.

Show us what you would do to help in this situation.

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 Snap Chat.

Show us what you would do to help in this situation.