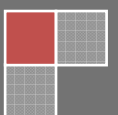


2010

Equality, Diversity, Citizenship and Inclusion

This teaching/learning resource is packed with guidance and tools to help education providers at all levels design an equality curriculum that inspires and challenges all their learners.

The resource pack covers a host of topics that fit in with the PSHE national curriculum and are transferable to use with adult groups and as part of staff development and induction



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An equality and diversity induction, icebreakers and learning pack for learner projects

This pack can be used to supplement the programmes of study for Citizenship that are already being delivered in schools/colleges or could be used with adults to raise awareness of equality and diversity. The pack has been developed to be adapted for use in the workplace and other learning environments.

This pack includes information in the form of guidance and advice notes for facilitators and teaching staff. We have included session plans that focus on explaining key issues clearly as well as promoting the benefits of embracing equality and diversity.

The pack provides you with clear, concise learning objectives, practical resources, key word lists, introductory activities, core learning activities and a plenary section. These are accompanied by a selection of flash cards for use in learning sessions.

| Session/Equality issue | Content |
|---|--|
| Session 1 – What does it mean? | <ul style="list-style-type: none"> • Introductory activity to aid understanding of the language of equality and diversity • Introduction to the numerous areas within equality and diversity |
| Session 2 – Legislation: All | <ul style="list-style-type: none"> • Introductory activity to explore protection by law • Activity to examine legislation when advertising appointments |
| Session 3 – Diversity: All | <ul style="list-style-type: none"> • Introductory activity to examine the difference between equality and diversity • Activity to explore what is required to bring about diversity |
| Session 4 – Equality: Religion | <ul style="list-style-type: none"> • Introductory activity to examine religious awareness • Main activity to dispel false perceptions |
| Session 5 – Discrimination: Gender and sexual orientation | <ul style="list-style-type: none"> • Introductory activity to explore the use of legislation • Main activity to develop gender awareness |
| Session 6 – Disability. | <ul style="list-style-type: none"> • Introductory activity to examine general perceptions of disability • Main activity to investigate types of disability |

| | |
|---|---|
| Session 7 – Ethnicity: Race | <ul style="list-style-type: none"> • Introductory activity to examine general perceptions of ethnicity • Main activity to investigate people from different ethnic groups |
| Session 8 – Economics: Age and ethnicity | <ul style="list-style-type: none"> • Introductory activity to examine economic situations • Main activity to research employment within different ethnic groups |
| Further development: All | <ul style="list-style-type: none"> • Themes to continue developing |

Alongside the session plans are notes to support the facilitator/trainer. These include:

- a brief outline of the activity
- suggestions on how to differentiate the activity
- suggestions for developing the theme.

The whole document can be used as a programme of study for half a term to deliver the key stage 3 and key stage 4 citizenship programmes of study key concepts 1.1b, 1.1c, 1.2b, 1.3a and 1.3b. It will also address the key stage 3 and 4 PSHEE Personal Wellbeing non-statutory programme of study key concepts 1.1a, 1.4b, 1.5a and 1.5b. The whole pack can be used to address the issue of equality and diversity in other learning environments or in the workplace.

About this resource

This resource provides a series of sessions for staff working in a range of capacities for schools, colleges, work-based learning providers, voluntary and community sector organisations, public sector bodies and in the private sector. It can be used to form the basis either of formal induction training or guided self study for new and existing staff, including temporary staff, volunteers and people on work placement. In addition, it can be used flexibly to support delivery of equality and diversity sessions for those working directly with learners, volunteers or staff. It aims to:

- remove any mystery and misconceptions and clearly explain the concepts of equality and diversity
- offer practical advice on dealing with challenging situations in an effective way
- improve understanding and social awareness of why people behave differently, thus reducing unwitting and unintentional discriminatory behaviour
- reflect the reality of multiple discrimination, since everyone is affected by each of the characteristics that are protected by legislation, and areas not protected by law.

The following graphics help to guide the user around the resource.



Signposts users to relevant and differentiated activities



Information on roles and responsibilities



Information or activity exploring legislation



Practical tips and advice



Information or explanation

The resource includes a range of examples, advice, practical tips and activities to help embed the learning in an interesting way. Some activities are differentiated to allow different levels of difficulty – the signposting graphic indicates where this occurs. It draws on people's own experiences and highlights the application and relevance of equality and diversity in a range of job roles, including those of managers, teaching/training staff, supervisors, support staff, administrators and those who work directly with service users.

Each activity plan contains the following information:

| | |
|---|--|
| Equality issue(s) | The equality and diversity area(s) – including protected characteristics – touched upon by the activity: Gender Sexual orientation, Race & ethnicity Religion & belief Age Disability Transgender Deprived communities Class |
| Potential use | Group sizes, potential for adaption to cover other issues |
| Purpose | The rationale behind the activity |
| Learning outcomes | How participants will be able to demonstrate the knowledge or skills they will have gained by completing the activity |
| Key terms | Words and phrases associated with equality and diversity issues that participants will have a deeper understanding of after completing the activity |
| Resources | The resources and preparation you need to do in advance of the activity |
| Method | A step-by-step guide to delivering the activity |
| Variations | How the activity may be delivered in different ways to meet different needs or limitations |
| Differentiation | Ideas on how to adjust tasks to meet individual learner needs |
| Cards, answer sheets, and supporting information | A range of materials to support the activity, including differentiated materials for some activities |

Where does equality and diversity fit in?



Schools colleges and work based learning providers have a duty to promote equality of opportunity for all students and staff, regardless of their gender, sexual orientation, transgender, race or ethnicity, religion or belief, disability or age. Equality should be embedded in the organisation's policies on equal opportunities, behaviour and the curriculum.

Understanding and respect for diversity and differences are important aspects of many areas of life and learning within the organisation. In particular, recognising the effects of bullying, stereotyping, prejudice and discrimination of any kind, and helping those of all ages, but especially young people, to develop the skills to challenge discrimination assertively are key elements.

Later, when learners enter the world of work they will be bound by equality legislation. Life will be more rewarding if they can maintain good working relationships and respect the contributions of people of all sexes, races, religions, gender identities, sexual orientations, ages and abilities.

The activities in this pack can be used to support any of the following curriculum or subject areas, either in isolation, as a planned programme of equality and diversity learning or in an off-timetable event. Many are suited to tutorial work as well as whole class or year group activities.

Citizenship



In the Citizenship programme of study:

At Key Stage 3 pupils should be taught the following key concepts:

- *weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict*
- *considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society*
- *understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected*
- *appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK*
- *exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them*

At Key Stage 4 pupils should be taught the following key concepts:

- *weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict*
- *considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society*
- *understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected*
- *appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK*
- *exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them*

Source: <http://curriculum.qcada.gov.uk>



Personal, Social, Health and Economic Education

Personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability.

In the Personal Wellbeing non-statutory programme of study:

At Key Stage 3 pupils should be taught the following key concepts:

- *understanding that identity is affected by a range of factors, including a positive sense of self*
- *understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important*
- *appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation*
- *understanding that all forms of prejudice and discrimination must be challenged at every level in our lives*

At Key Stage 4 pupils should be taught the following key concepts:

- *understanding that identity is affected by a range of factors, including a positive sense of self*
- *understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important*
- *appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation*
- *understanding that all forms of prejudice and discrimination must be challenged at every level in our lives*

Source: <http://curriculum.qcada.gov.uk>

Bullying



Since September 1999, schools have had specific duties to combat bullying and must have anti-bullying policies and procedures in place. Specialist guidance on countering prejudice-driven bullying in schools has been produced. It includes advice on bullying around racism, religion and culture, homophobia, gender and transgender, and special educational needs and disability. One of the preventative strategies that it promotes is:

- *Use of curriculum opportunities (in particular, PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages)*

Source: Department for Children, Schools & Families (2007) Safe to Learn: embedding anti-bullying work in schools, DCSF

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

In relation to further education colleges, Section 175 of the Education Act 2002 places a duty on college governing bodies to make arrangements to ensure their functions are 'exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution'. In this context, the term 'child' refers to learners who are aged under 18.

Tackling bullying is a key part of fulfilling this duty and guidance has been produced to help colleges with this aim in mind.

Source: Department for Children, Schools & Families (2009) Safe from Bullying in further Education Colleges, DCSF

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

What are the protected characteristics?



The Equality Act 2010 defines nine 'protected characteristics' of groups protected by the legislation. These include age, disability, gender reassignment, race, religion and belief, gender and sexual orientation as well as marriage and civil partnership and pregnancy and maternity.

Groups of people with these protected characteristics often experience particular forms of discrimination, whether or not the discrimination is intentional. There are important differences in the forms of discrimination experienced by different groups, but there are also common factors.

People with protected characteristics are protected by law from discrimination (direct or indirect), harassment and victimisation, whether they have the characteristic, are perceived to have the characteristic or are associated with someone who has the characteristic. Other equality strands, not covered by protecting legislation, might include deprived communities, social origin ('class') or income.

For historical reasons the protected characteristics have been viewed separately, but the divides between them are artificial in the sense that they are not mutually exclusive categories.

The issues are often compounded for people experiencing more than one form of inequality. For example, a disabled gay man may feel discriminated against both in the gay community as a disabled man, and amongst the disabled community, as a gay man. It cannot be assumed that because people have one protected characteristic, they therefore understand the needs of people with another protected characteristic.

Many of the activities look at equality issues as a whole, drawing on the protected characteristics and other equality and diversity issues such as the effects of class, low income or living in a deprived community. Others focus on one particular protected characteristic and may contain ideas on how the activity can be adapted to focus on another area of inequality.

Equality Legislation



Equality legislation has been developed and strengthened over a period of more than fifty years, with much of the recent legislation being driven by European law. By 2010 there were well over a hundred separate pieces of legislation embodied in major Acts of Parliament and regulations (statutory instruments), codes of practice and case law. These have informed us of what our rights are and what we are expected to do under the law.

Recently much of the legislation has been simplified and brought together in one place with the passing of the Equality Act 2010.

Most of the provisions of this new Act – including those relating to schools and further and higher education – come into force in October 2010 and replace the older legislation such as the Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act and the various sets of regulations relating to discrimination on the grounds of religion or belief, sexual orientation, age and transgender. Guidance and codes of practice will be published to help schools and colleges meet their duties under the new Act.

Although the law appears (and is) highly complex, its remit is to ensure that people are treated equally whatever their race (including nationality and colour), sex, gender identity, disability, religion or belief, sexual orientation or age. It applies to:

- employment
- the provision of goods, services and facilities
- education and training
- buying or renting property.

However, other characteristics that may lead to discrimination, such as appearance (e.g. overweight/underweight), 'class' and homelessness, are not protected by law.

The law places special responsibilities on public authorities – including schools and colleges – to promote equality. This has a knock-on effect on private and voluntary sector organisations that carry out 'functions of a public nature' on behalf of public authorities. This could include providing services directly to a section of the public or supplying equipment, cleaning services or IT support.

Along with public authorities, such organisations also have to:

- promote equality of opportunity
- promote good relations
- promote positive attitudes
- eliminate harassment
- eliminate unlawful discrimination.

The law affects people in their roles as:

- | | |
|---|---------------------|
| • employees | • teachers/trainers |
| • employers | • volunteers |
| • managers and policy makers | • learners |
| • administrators | • service users |
| • 'front line' staff dealing with the public | • landlords |
| • providers of goods, services and facilities | |

An easy read explanation of the Equality Act 2010 can be found at:

<http://www.equalities.gov.uk/pdf/GEO%20-%20Equality%20Act%20easy%20read%20ROYAL%20ASSENT%20PRINT%20VERSION.pdf>

Ideas for enhancing delivery

Working ethos

These activities require a positive learning environment where all viewpoints, no matter how discriminatory they might be, are respected but open to discussion and challenge. It is only by challenging participants and allowing them to recognise and reflect on the way in which their actions affect others that attitudes can be changed.

Some participants may be discriminating against others without realising it, not intending any harm. Others will find challenging their own long held opinions an uncomfortable experience. Fostering a supportive, non-threatening environment will provide the ideal opportunity for participants to reflect, challenge and hopefully alter their views.

Using ice breakers



Ice breakers are short training activities used at the start of a session and designed to get learners interacting with one another and help them to relax into the training session.

Learning is a social activity that often puts the learner in an exposed position. Talking about sometimes personal issues is hard enough, talking about them in front of a group of your peers and the tutor is even harder. Ice breakers allow participants to find out a little about one another, therefore making the experience a little less stressful. They also allow the group to bond and start to get along and feel more comfortable with one another.

Ice breakers ought to be quick interactive activities – a few minutes at the start of the session to create some energy within the group. They move learners from a passive, apprehensive state of mind into a positive, active one. The hardest part of many training sessions is overcoming the learners' initial fears of the learning situation or the topic for discussion. Ice breakers get the group moving, allowing you to engage learners throughout the session.

Random grouping



Throughout the sessions it is advisable to split larger groups into smaller numbers. If possible have groups of three or four participants working together on each of the activities. These groups can be organised by random activities that will ensure the participants work with different people each time. Changing groups helps build relationships in the whole group, as participants work with and get to know more people.

There are a number of ways to create random groups. For instance:

- Go round the large group numbering participants 1, 2, 3, 4 and then asking all the 1s to form a group, then the 2s to form the next group and so on.
- Ask participants to line up in the order of the months of the year that their birthday falls and then ask all born in January to work as a group, all February birthdays to form the next group and so on. (The groups may need to be subdivided if there is a large number in any one particular month.)
- Ask participants to line up according to their house numbers and then work with the two, three or four people nearest to them.



| | |
|-----------------------------|--|
| Session One | |
| Name: | What does it mean? |
| Anticipated timings: | The activity takes approximately 45 minutes |
| Equality issue(s): | All |
| Potential use: | To introduce the technical language used in equality and diversity |
| Purpose: | This activity allows learners to explore the terms associated with equality and diversity |

Learning Outcomes:

Through taking part in this activity, participants will be able to:

- recognise and use the terminology
- consider the number of areas within equality and diversity

Key Terms:

| | |
|-------------------------|-----------|
| Asylum seeker | Diversity |
| Culture | Migrant |
| Disability | Equality |
| Direct discrimination | Ethnicity |
| Indirect discrimination | Gender |
| Positive discrimination | Prejudice |

Resources:

- copies of cards 1–8
- access to the internet
- dictionaries
- flipchart/whiteboard

Method:

1. Explain what the participants will get out of the activity using the learning outcomes given above.

2. Use one of the grouping techniques to create eight random groups. Distribute copies of the eight cards – one to each group. Allow participants 15–20 minutes to research the terms on their particular card.
3. After sufficient time, bring the whole group back together. Take feedback from each of the groups, recording their findings on the flipchart/whiteboard. Draw out the correct meanings for each of the terms.
4. If there is time, discuss participants' experiences of any of the terms.
5. Remind the participants about what they have learned using the learning outcomes given above.

Variations:

- Use large sheets of paper with one term written on each sheet. *Bluetac* these papers on the walls around the room or place them on separate tables. Provide participants with marker pens and ask them to move around the room, writing their interpretation of what the term means on the sheet.

After sufficient time, collect in the sheets and work through the responses as a whole group. (This allows for anonymity where there are mistakes but does mean that participants will have some scaffolding from other learners if they are unsure of a response.)

Helpful hints:

- This works well with a diverse range of people, although you should ensure there is sufficient room for them to move around.

Differentiation:

- Introduce one or two cards at a time.
- Allow learners to investigate the meaning of each term and then discuss situations that the term may relate to.
- Link each of the words to everyday living situations to enable learners to relate the concept to a concrete action.

What does it mean?

- **Asylum seeker**
- **Culture**
- **Disability**



Card 1

What does it mean?

- **Direct
discrimination**
- **Indirect
discrimination**
- **Positive
discrimination**



Card 2

What does it mean?

- **Diversity**
- **Economic migrant**
- **Equality**



Card 3

What does it mean?

- **Ethnicity**
- **Ethnic minority**
- **Gender**
- **Gender reassignment**



Card 4

What does it mean?

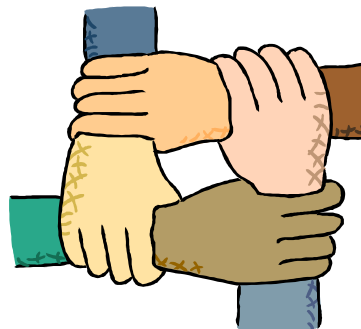
- **Occupational requirements**
- **Harassment**
- **Human rights**



Card 5

What does it mean?

- **Prejudice**
- **Positive Action**
- **Racism/Racist**



Card 6

What does it mean?

- **Sexism/Sexist**
- **Sexual Orientation**
- **Stereotyping**



Card 7

What does it mean?

- **Transsexual**
- **Vicarious liability**
- **Victimisation**



Card 8

Definitions

Asylum Seeker

Someone who is fleeing persecution in their homeland, has arrived in another country, made them self known to the authorities and exercised their legal right to apply for asylum.

Culture

Shared rituals, symbols and ways of doing things that give a group its sense of identity.

Disability

A disabled person is described in the Equality Act 2010 as one who has a physical or mental impairment, which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Direct Discrimination

Direct Discrimination occurs where a person treats another less favourably because of a protected characteristic than they treat, or would treat, others.

Indirect Discrimination

Indirect discrimination arises when an unjustifiable provision, criterion or practice is applied to everyone, but it places people with a protected characteristic at a particular disadvantage.

Positive Discrimination

It is unlawful to select someone solely on the grounds of their race, ethnicity, gender or disability.

Diversity

Diversity is about recognising, valuing and taking account of people's different backgrounds, knowledge, skills and experiences, and encouraging and using those differences to create a productive and effective educational community and workforce.

Economic Migrant

Someone who has moved to another country to work.

Equality

Treating people the same does not create equality of opportunity. Sometimes you have to treat people differently in the first instance in order to give them an equal opportunity to access all areas of life. This may require making specific adjustments in order to aid particular individuals.

Equality and Diversity (also known as Equal Opportunities) Monitoring

This is used to assess the effectiveness of an Equality Policy as well as recruitment and selection procedures. Employers have a responsibility to ensure equality of opportunity for all staff and monitoring is important in fulfilling this obligation.

Ethnicity

A strict definition of an ethnic group is a group regarded as a distinct community by virtue of certain essential characteristics – a shared history which distinguishes it from other groups and a cultural tradition of its own. The expression “ethnic monitoring” is used in reference to groups defined by colour, race or national origin as well.

Ethnic Minority

A person or group of people who have a different culture, religion or language to the main one in the place or country they live.

Gender

The word ‘gender’ is often used in place of the word ‘sex’ in equality issues. ‘Gender’ does not appear in legislation (except for ‘gender re-assignment’ – see below) but ‘sex discrimination’ and ‘gender discrimination’ are generally interchangeable.

Gender Reassignment

Gender reassignment is a process undertaken under medical supervision for the purpose of reassigning a person’s sex by changing physiological or other characteristics of sex.

Genuine Occupational Requirements

The Equality Act 2010 allow for circumstances where a protected characteristic (or in the case of gender reassignment and marriage and civil partnership the requirement is not to be a transsexual person and not to be married or a civil partner) is an occupational requirement and the application of the requirement is a proportionate means of achieving a legitimate aim.

Harassment

Harassment is a form of direct discrimination. For example, behaviour which is unwelcome or unacceptable and which results in the creation of a stressful or intimidating environment for the victim amounts to harassment. It can consist of verbal abuse, racist jokes, insensitive comments, leering, physical contact, unwanted sexual advances, ridicule or isolation. Such behaviour can be persistent or an isolated incident towards one or more individuals.

Human Rights

Human rights are basic rights and freedoms which all humans are entitled too. They are things like the right to life and liberty, freedom of thought and expression, and equality before the law. To violate someone's human rights is to treat that person as though they were not a human being.

Illegal Immigrant

Someone who has arrived in another country intentionally not made themselves known to the authorities and has no legal basis for being there.

Prejudice

Pre-judging without having correct information, this can lead to unfair actions.

Positive Action

These are actions to encourage the under-represented into particular areas of activity. For example, females or males into non-traditional work or training.

Racism/Racist

Racism or being racist is the belief that a particular race is better than a different one. Behaviour can be based on assumptions relating to race.

Refugee

Someone who asylum application has been successful and who is allowed to stay in another country having proved they would face persecution back home.

Sexism/Sexist

Sexism refers to behaviour that comes from the belief that because you are a particular gender you are better than someone who is a different gender.

Sexual Orientation

Whether a person is attracted to people of their own sex, the opposite sex or both sexes. Assumptions and perceptions of a person's sexuality are also covered by law.

Stereotyping

A stereotype is a simplified and fixed idea of how people belonging to a group behave and is usually based on opinion rather than evidence.

Targets

They can be percentages of underrepresented groups that employers or education providers aim to achieve in the make-up of learners and/or their workforce as part of their equality action plan. It is unlawful to use a target as a reason for selecting someone, but it is not unlawful to take steps to get more qualified applicants from particular groups (see 'Positive Action').

Transsexual

See 'Gender Reassignment'.

Vicarious Liability

Employers have legal liability for any act of discrimination (including harassment) carried out by their employees unless the employer can show that they have taken all reasonably practicable steps to prevent it.

Victimisation

If a person has made or is making an accusation of discrimination in good faith, it is unlawful to discriminate against them for having done so, or because they intend to do so or it is suspected that they intend to do so.