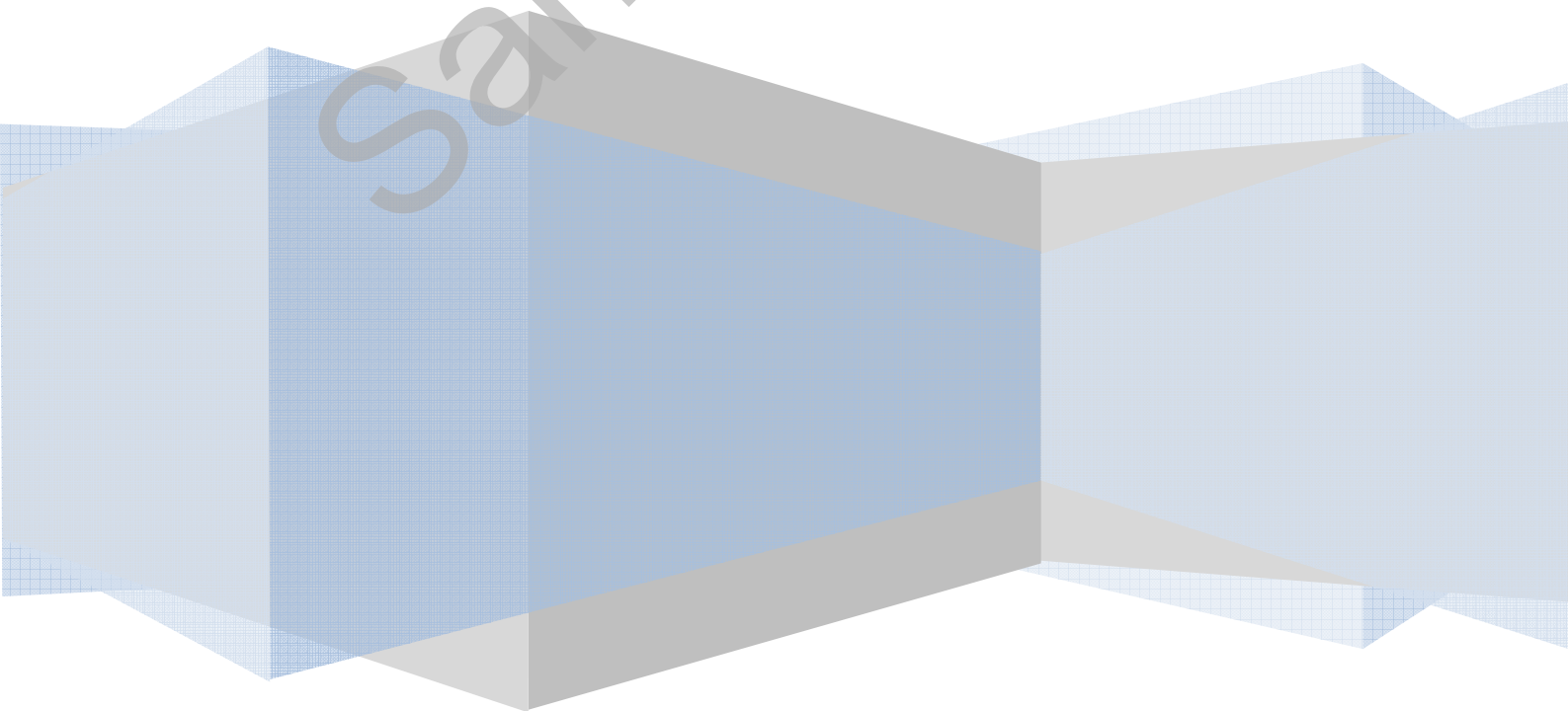


Equality and Diversity UK Ltd

Building Equality into Everyday Practice

Activities for implementing equality into day to day learning
EDUK

Sample Copy



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About the Activities

These entertaining and thought provoking activities give participants the opportunity to experience life from a different viewpoint and/or discuss issues with those who may have suffered discrimination, unwitting or otherwise, at firsthand.

This activity pack contains 19 practical tried and tested activities specifically aimed at engaging the staff and learners. They offer the participants powerful insights into key equality and diversity issues. The activities can be used as part of staff induction and training programmes, as well as with learners in the classroom.

Each activity plan contains the following information:

| | | |
|--|---|--|
| Equality strand | The equality and diversity area(s) touched upon by the activity: Gender Race Age Bullying Equality | Sexual orientation Religion Disability General anti-discrimination Diversity |
| 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 | |
| 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 | |
| Handout, cards, answer sheets, and supporting information | A range of materials to support the activity | |

Activity Descriptions

Activity 1 Equality and Fairness Word Game

Participants play a word game to highlight what the words equality and fairness mean to them and the issues they associate with them, before comparing their ideas and understanding with the views of others.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 2: Personal Profile

In this activity participants create their own personal profile and share it with a partner to highlight the richness of the diversity in the room the fact that we are all of us much more than what appears on the surface.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 3: What's in a Name?

Participants consider the origins of their own names and their feelings about them before reflecting on the importance of names within some cultures and the need to respect this in daily life.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 4: Equalities Bingo

This is a fun and energising activity in which participants have to find people with knowledge about role models and equality and diversity issues in everyday life and popular culture in order to win the game.

Activity 5: Language & Culture Quiz

The numbers and diversity of languages used within the UK are brought home to participants through this True or False quiz, along with the ways in which language can become a barrier to inclusion.

Activity 6: Sticks and Stones

Participants decide how they would challenge a real life situation where an employee is working in an environment where language that she considers racist and that she finds offensive is being used around her, and also consider the legal and ethical issues involved.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 7: Race equality Quiz

This quiz draws the participants' attention to the fact that immigration is not a recent phenomenon and how people from BME communities have overcome barriers to make considerable contributions in the in media, sport and wider political society.

Activity 8: Religion & Belief Quizzes

A range of quizzes covering Judaism, Hinduism and Islam helps to expand the participants' knowledge about world religions and leads to suggestions about how schools, colleges and workplaces can better support people's religious practices.

Activity 9: Right & Wrong Cards

Cards featuring various discriminatory comments and issues are used as discussion prompts to encourage participants to consider whether such behaviour is acceptable and how it may be viewed by the individuals concerned and by teachers/tutors and employers.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 10: Negative Stereotypes of Youth & Age

By allocating a range of negative stereotypes to older or young people in the workplace and comparing their views, participants come to realise that many of the same stereotypes are commonly applied to both groups, and consider ways of combating such ageism.

Activity 11: Sign Language

A practical activity in which participants try using British Sign Language and develop their own signs to impart information before reflecting on the importance of non verbal communication in daily life and for some people with disabilities.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 12: Definitions

The importance of language and what we mean by certain terms is demonstrated as participants devise individual and group definitions of the terms 'equality' and 'diversity' and suggest actions to promote equality and diversity in school/college and the workplace

Activity 13: Emotions & Feelings

A poem by a twelve year old girl provides the inspiration to help participants see beyond differences in looks or behaviour to the individual beneath and identify ways of challenging bullying and discrimination.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 14: Acceptable & Unacceptable Language

In order to explore how they can adapt the language they use in response to people's preferences and sensitivities, participants identify acceptable alternatives to a range of terms used to describe different groups and which the people concerned may find offensive.

This activity can be adapted for used with participants with learning difficulties or disabilities.

Activity 15: Race Relations Quiz

This quiz draws the participants' attention to the differences between direct and indirect discrimination and victimisation and harassment and the extent of the coverage of the Race Relations Act 1976.

Activity 16: Colour Blind

A poem leads participants to explore how physical attributes tell you nothing about personality, intelligence or ability, and to question the assumptions they make about others based on their own use of stereotyping.

Activity 17: Crayons

This activity uses a poem to help participants reflect on the meaning of diversity, the importance of respecting differences as well as similarities, and the unique contribution each person brings to society.

Activity 18: The Crayon Box

Shane Derolf's poem, The Crayon Box That Talked, brings home to participants the importance of understanding and respecting each other's strengths, cultures and values so that we can work together for the benefit of all.

Activity 19: Harmless Banter?

Participants look at the excuses people use to justify making potentially hurtful comments and learn to recognise when 'harmless' teasing and banter crosses the line to become discrimination, harassment, victimisation or bullying.

Where does equality and diversity fit in?

Schools have a duty to promote equality of opportunity for all students and staff, regardless of their gender, sexual orientation, race, religion or disability. Equality should be embedded in school policies on equal opportunities, behaviour and the curriculum.

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

Later, when young people 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, 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 or 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 about:

- *the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people*
- *The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding*

At Key Stage 4 pupils should be taught about:

- *the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems*
- *the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding*
- *the rights and responsibilities of consumers, employers and employees*

Source: <http://www.nc.uk.net>

Personal, Social and Health Education

In the Personal, Social and Health Education guidelines:

At Key Stage 3 pupils should be taught:

- *to respect the differences between people as they develop their own sense of identity*
- *about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively*
- *how to empathise with people different from themselves*
- *to recognise some of the cultural norms in society, including the range of lifestyles and relationships*
- *to resist pressure to do wrong, to recognise when others need help and how to support them*
- *to consider social and moral dilemmas*

At Key Stage 4 pupils should be taught:

- *to have a sense of their own identity and present themselves confidently in a range of situations*
- *about the diversity of different ethnic groups and the power of prejudice*
- *to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support*
- *to work cooperatively with a range of people who are different from themselves*
- *to consider social and moral dilemmas*

Source: <http://www.nc.uk.net>

Careers Education and Guidance

The Careers Education and Guidance framework offers guidance on preparing young people for the opportunities, responsibilities and experiences of adult life. Understanding themselves and the influences on them (self-development) is one of the key aims and the framework specifically recommends the following learning outcomes:

By the age of 14, young people should have acquired the knowledge, understanding and skills to:

- *recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making*
- *recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity*

By the age of 16, young people should have acquired the knowledge, understanding and skills to:

- *explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this*
- *use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work*

By the age of 19, young people should have acquired the knowledge, understanding and skills to:

- *describe and evaluate personal action to promote equal opportunities and respect for diversity*
- *evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately*

Source: Department for Education and Skills (2003) Careers Education and Guidance in England: a national framework 11-19, DfES
http://www.teachernet.gov.uk/_doc/6009/DFES-0163-2003.pdf

The popular Better Practice resource offering practical help on leading, managing and delivering effective careers education has now been updated to include a whole chapter on Promoting Equal Opportunities.

Source: Better Practice II – Practical Strategies for Developing Excellence in Careers Education (2007) AICE/ACEG <http://www.cegnet.co.uk/content/default.asp?PageId=2388>

Work-Related Learning

Some of the activities and challenges set in work-related contexts meet the elements of provision of the framework for Work-Related Learning at Key Stage 4, which require students to:

- *learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the workplace*

Source: Qualifications and Curriculum Authority (2003) Work Related Learning for all at Key Stage 4, QCA
http://www.qca.org.uk/14-19/11-16-schools/downloads/ks4_guidance.pdf

Sex and Relationship Education

Understanding human sexuality and respecting the sexual orientation of others is a feature of effective Sex and Relationship Education policy and programme. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.

Schools need to be able to deal with homophobic bullying. Better understanding of issues surrounding sexual orientation can help young people to change their own attitudes and challenge the behaviour of others.

Source: Department for Education & Employment (2000) Sex and Relationship Education Guidance, DfEE
<http://www.dfes.gov.uk/sreguidance/sexeducation.pdf>

Religious Education

The framework for Religious Education at Key Stage 3 supports the promotion of understanding and tolerance of different faiths.

At Key Stage 3 pupils should be taught:

- *investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies*
- *evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas*

At ages 14-19 pupils should be taught:

- *develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion*

Source: <http://www.nc.uk.net>

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 is in the process of being produced. Advice on bullying around racism, religion and culture is based on five key principles, one of which is Implement strategies for both prevention and intervention. A key element of this is:

- Ensure that the school curriculum is inclusive, and that the PSHE and citizenship curricula address issues of racism and bullying.

Source: Department for Education & Skills (2006) Bullying Around Racism, Religion and Culture, DfES
http://www.teachernet.gov.uk/_doc/10444/6562-DfES-Bullying.pdf

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.

What are the six equality strands?

By 'equality strands' we mean groups of people who 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.

The UK Government currently recognises six 'equality strands' (age, disability, religion, race, sexual orientation and gender) where people are protected by law from discrimination (direct or indirect), harassment and victimisation. Other equality strands, not covered by protecting legislation, might include deprived communities, social origin ('class') or income.

For historical reasons the strands 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 come under one equality group, they therefore understand the needs of another equality group.

Many of the activities look at equality issues as a whole, drawing on all six equality strands 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 equality strand and may contain ideas on how the activity can be adapted to focus on another area of inequality.

Equal Opportunities Legislation

Sex Discrimination Act 1975 and amendments

This makes it unlawful to discriminate on the grounds of a person's sex or gender reassignment or because they are married or in a civil partnership:

- in employment, training and related matters
- in education
- in the provision of goods, facilities and services
- in the disposal and management of premises.

Most of the provisions of the Act came into force in 1975 at the same time as the Equal Pay Act 1970. Various other pieces of legislation have extended the coverage and removed restrictions not covered by the original Act.

Part 1 of the Act identifies conduct which constitutes sex discrimination:

- **direct sex discrimination** which consists of treating a person on the grounds of sex less favourably than a person of the opposite sex, is or would be treated, in the same or similar circumstances
- **direct marriage discrimination** which consists of treating a married person less favourably than a single person of the same sex
- **indirect sex discrimination** which consists of the application of a condition or requirement equally to both sexes, but with a disproportionately adverse effect on one sex which cannot be shown to be justifiable irrespective of the sex of the persons to whom it applies
- **indirect marriage discrimination** which consists of an unjustifiable condition or requirement which adversely affects married people
- **victimisation** of a person because that person has asserted their rights under this Act or the Equal Pay Act, whether or not proceedings have been brought.

Subsequently **sexual harassment** was also made unlawful. This is defined as unwanted behaviour that takes place simply because someone is a woman or a man. The behaviour is done with the purpose of, or has the effect of, violating the person's dignity, or it creates an intimidating, hostile, degrading, humiliating or offensive environment for them.

In certain limited circumstances it is lawful to discriminate in recruitment, training, promotion and transfer in a job where the sex of the worker is a genuine occupational qualification, for example, a female to model women's clothes or a male as a care assistant whose job involves helping men to dress or use the toilet.

In terms of gender reassignment, it is unlawful to discriminate against someone who:

- intends to undergo gender reassignment
- is undergoing gender reassignment
- has at sometime in the past undergone gender reassignment.

Equal Pay Act 1970 and amendments

This gives men and women the right to equality in the terms of their contract of employment where they are doing:

- work that is the same or broadly similar
- work rated as equivalent under a job evaluation study
- work of equal value in terms of the demands made on them such as effort, skill and decision-making.

It covers both pay and other terms and conditions such as piecework, output and bonus payments, holidays and sick leave. European law has extended the concept of equal pay to include redundancy payments, travel concessions, employers' pension contributions and occupational pension benefits.

Race Relations Act 1976 and amendments

This makes it unlawful to discriminate on the grounds of a person's race, colour or racial or ethnic or national origins:

- in employment, training and related matters
- in education
- in the provision of goods, facilities and services
- in housing
- in law enforcement, including the use of Stop and Search powers
- in any public function carried out by a public authority or private company.

The Act identifies conduct which constitutes racial discrimination:

- **direct discrimination** which consists of treating a person less favourably on racial grounds than others in the same or similar circumstances
- **indirect discrimination** which consists of the application of a condition or requirement equally, but with a disproportionately adverse affect on people of a specific race or racial, ethnic or national origins which cannot be shown to be justifiable irrespective of the race of the persons to whom it applies

- **victimisation** which consists of treating a person less favourably than others in the same circumstances because they have complained about racial discrimination, or supported someone else who has
- **harassment** which consists of unwanted conduct, on grounds of race or ethnic or national origins, that has the purpose or effect of violating another person's dignity or creating an intimidating or hostile, degrading, humiliating or offensive environment for them.

In certain limited circumstances it is lawful to discriminate in recruitment, training, promotion and transfer in a job where the race or ethnic or national origins of the worker is a genuine occupational requirement.

Disability discrimination Act 1995 and amendments

The Disability Discrimination Act says a disabled person is someone with 'a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'.

Examples include cancer, diabetes, multiple sclerosis, heart conditions, hearing or sight impairments, significant mobility difficulties, mental health conditions and learning difficulties.

The legislation makes it unlawful to discriminate on the grounds of a person's disability:

- in employment, training and related matters
- trade organisations and qualifications bodies
- in education
- access to goods, facilities and services
- the management, buying or renting of land or property.

The Act identifies conduct which constitutes disability discrimination:

- **direct discrimination** which consists of treating a disabled person less favourably a person is treated less favourably than someone else, who has similar circumstances and abilities and the treatment is for a reason relating to the persons' disability
- **failure to make reasonable adjustments** which consists of an employer, education provider or service provider neglecting their duty to make reasonable adjustments where a provision, criterion or practice, or any physical feature of premises occupied by them, places a disabled person at a substantial disadvantage compared with people who are not disabled.

- **victimisation** which consists of treating a person less favourably than others in the same circumstances because they have complained about disability discrimination, or supported someone else who has
- **harassment** which consists of unwanted conduct, for a reason that relates to a person's disability, that has the purpose or effect of violating another person's dignity or creating an intimidating or hostile, degrading, humiliating or offensive environment for them.

Disability legislation is unique amongst equality legislation in that the Disability Equality Duty requires public authorities to take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

Equality Act 2006

This had led to regulations that make it unlawful to discriminate against someone because of their religion or belief (or because they have no religion or belief) or because of their sexual orientation:

- in any aspect of employment
- when providing goods, facilities and services
- when providing education
- in using or disposing of premises
- when exercising public functions

The Equality Act 2006 has also led to regulations prohibiting age discrimination. Currently the law applies only in employment and vocational training where someone is treated less favourably on the basis of their age, without justification, because they are considered too young or too old.

As with the other equality legislation describe above, it prohibits direct and indirect discrimination, victimisation and harassment on the grounds of religion and belief, sexual orientation and age.

In certain limited circumstances it is lawful to discriminate in recruitment, training, promotion and transfer in a job where the religion or sexual orientation of the worker is a genuine occupational requirement, for example someone who is of the Muslim faith to butcher halal meat, a gay case-worker dealing with female LGBT domestic violence victims or a young actor to play the role of a teenager.

| | |
|-----------------------------|--|
| Activity One | |
| Name: | Equality and Fairness Word Game |
| Anticipated timings: | The activity takes approximately 15 minutes. |
| Equality strand: | General anti-discrimination |
| Potential use: | As an introductory ice-breaker with groups of any size for staff induction, group work, training events etc. |
| Purpose: | This activity allows participants to explore what different people understand by the words equality and fairness. |

Learning Outcomes:

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

- recognise that words such as equality and fairness mean different things to different people
- understand what the words equality and fairness mean to them

Resources:

- board or flipchart

Method:

1. Explain what the participants will get out of the activity using the learning outcomes given above.
2. Write the words EQUALITY and FAIRNESS vertically down a board or piece of flipchart paper.
3. Ask the participants to work individually to come up with a word to go with each of the letters in each word.

The participants' words must describe issues they feel are associated with the theme of equality and fairness. These can be as general or as specific as the participants like (e.g. S = sexuality).

4. After the allotted time, invite the participants to share their ideas in groups of two or three.
5. Take plenary feedback from groups, highlighting the differing understandings of equality and fairness within the group.
6. Remind the participants about what they have learned using the learning outcomes given above.

Variations

- This activity can be presented in an alternative way for use with participants with learning difficulties or disabilities, allowing a longer time period (c. 1 hour) and using support staff as appropriate.
 - Help the participants to think about the different areas of their life (e.g. school/college, home, friendships, leisure etc.) and express (through words, drawings, object choice emoticons etc.) how they feel about each of these.
 - Encourage the participants to share two good things that have happened to them in these areas
 - Once confidence and trust has been developed, ask the participants whether there have been any times when they felt unhappy in these places or with these people – when they did not feel included or were being treated differently from other people.
 - Encourage them to express (through words, drawings, object choice emoticons etc.) how they feel about this.
 - Gather together all of the positive and all of the negative words/drawings/objects/emoticons.

Draw attention to the fact that when we feel included, valued, wanted and loved, we are being treated well, with respect and fairness.

When we are not being treated well, we are treated in a way which doesn't value us, which treats others in a better and different way than us, and that this is bad and negative. This is what we call discrimination.