

2011

Diversity Booklet

This pack aims to help you, as a member of a college, school, work-based learning facility or as an individual:

- to understand the importance of diversity within an educational establishment
- to consider some of the common “truths and myths” around discrimination
- to successfully integrate new members of staff or new learners.



Contents

Introduction	3
What is diversity?	3
1 Getting everybody involved	4
The importance of involving everyone	4
What does inclusion in education involve?	5
Getting people involved in decision making	6
Getting people involved in groups	9
Encouraging involvement	10
Celebrating achievement	11
2 Accessing hard-to-reach groups	14
Involving hard-to-reach groups	14
Encouraging integration	16
Involving people new to the organisation	17
3 What is discrimination?	20
Types of discrimination	20
Positive discrimination and positive action	20
4 Anti -discriminatory practice: Disclosure	22
Responding to disclosure	22
5 Truths and myths	24
The effects of stereotyping	24
Generalisations and long term usage	24

6	Activities	26
	About the activities	26
	List of Activities	
	Ice-breakers	27
1	Seats	28
2	Birthdays	31
3	Woolly Web	33
4	Things in Common	36
5	Graffiti Sheets	38
	Activities to use with staff or governors	40
6	Disability Discrimination	41
7	What would you do?	45
8	Defining Diversity	48
9	The Right Word!	49
10	Truth and Myth	53
	Activities to be used with learners	54
11	Snakes and Ladders	55
12	Kind Comments	57
13	Human Animals	58
14	Free Time	59
15	Quick Draw	60
	Review activities	62
16	Produce a Quote	63
17	Pair Share	63
18	Key Words	64
19	Speech Bubbles	64
20	Alphabet	65

Introduction

What is diversity?

People tend to use the words "equality" and "diversity" as if they were the same; however, the two words have different meanings.

Equality is when everybody can compete on equal terms and not be restricted because of their ethnicity, sexual orientation, gender, gender identity, race, culture, religion or belief, age or disability. These are protected characteristics under the Equality Act 2010 (and previous Acts) and as such are protected by law.

Diversity is

"The state or quality of being different or varied"

<http://dictionary.reference.com/browse/diversity>

Diversity recognises individual and group differences and values and celebrates those differences. To fully accept diversity it is firstly necessary to understand the different needs and requirements of all individuals and to accommodate these needs and requirements in workplaces, colleges and schools.

This pack aims to help you, as a member of a college, school, work-based learning facility (WBL) or as an individual:

- to understand the importance of diversity within an educational establishment
- to consider some of the common "truths and myths" around discrimination
- to provide tips on how to successfully integrate new members of staff or new learners.

This pack also provides a selection of activities for learners, staff and governors of schools and colleges to help them challenge their own attitudes and consider how diversity can become an integral part of everyday life.

Section 1: Getting everybody involved

The importance of involving everyone

Every school, college or work-based learning facility (WBL) is made up of a wide variety of people who perform a wide variety of roles within the establishment. Each of these people will have their own culture, needs or expectations within the organisation but all are needed equally for the whole establishment to run successfully. In order to achieve this, it is essential that each individual feels part of the whole and is able to participate in the life of the school, college or WBL organisation.

An organisation with a participation problem is like a car which breaks down frequently. Before setting off on a journey it is necessary to have every part of the vehicle in good condition, fit for purpose and working. The gearbox on a car sends instructions and power from the engine to the wheels. You wouldn't start a journey in a car which has a broken gearbox. A college, school or WBL provider cannot work properly if policy and procedures are not passed from the management to the staff to the learners and ultimately to the parents and carers.

When you set off on a journey you may believe that your car is bobbing along nicely, but everything can fail for a multitude of reasons. When it does fail it may take more than the driver to mend it.

The school/college/WBL placement provision may appear to be running smoothly if there are no crises but, as the engine of the car can quickly fail due to a multitude of reasons, the same can happen in college/school/WBL placements if the management does not value and reflect the diversity of the organisation. Staff and students may feel undervalued or excluded due to their special needs.

Whilst diversity is not a protected characteristic under the Equality Act 2010, the benefits to be gained from a diverse organisation cannot be over emphasised.

We live in an increasingly diverse society and, because of this, diversity should be encouraged at every level of your organisation. The extent of your diversity should reflect the community which it represents.

Your school, college or WBL provision will have a number of areas where diversity can be addressed and encouraged. Being aware of different cultures and ethnicities in these areas, and making adjustments and allowances, can benefit not only the college, school or WBL organisation but also the staff, learners and ultimately the community.

Inclusion in school/college or WBL placement provision means valuing all members of the organisation.



Activity 10: Truth and Myth

Aim

To dispel any myths surrounding minority groups and avoid stereotyping groups

Preparation

- Flipchart sheets of paper, each with a minority group written at the top, placed around the room (these could include all protected characteristics or focus on particular aspects, such as different ethnic groups, depending on the training session.)
- Pens for each participant

Activity

1. Give each participant a pen. Ask them to move around the room looking at the groups named on the flipchart paper and record a comment that they have heard about each group on each of the sheets.
2. Once each person has added a statement to each sheet, draw the group together and discuss the comments that have been made.
3. Clear up any myths or misconceptions that may appear. The trainer should ensure that they have either a good knowledge of the groups that are on the flipchart headings or be able to facilitate a discussion around the comments. They should also ensure that they do not reinforce their own misconceptions by not being open to learning about each of the groups.