



# Learners' Equality, Diversity and Inclusion Study Pack

Supporting learners to better understand  
equality and diversity issues

This equality, diversity and inclusion (EDI) study pack for learners provides you with advice, guidance and practical activities to help you better understand what equality, diversity and inclusion really means.

It's a tool to help you develop your understanding, knowledge and skills around EDI and provides your tutors with a way of measuring your progress in this area.

The pack will be used as part of your development and may be used as part of your induction, in tutorials and as a general reference tool for you to use throughout the year.



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## **About this pack**

### **Why have you been given this pack?**

We believe that a climate of trust and mutual respect is essential to the maintenance of high academic standards and your full enjoyment of learning with us.

We want to provide a friendly and supportive environment for teaching and learning. To help us achieve this, we have an organisation-wide Equality Policy.

As a learning provider we also have a number of legal duties around equality and diversity. We have a duty to promote equality of opportunity for all learners and staff, regardless of their sex, gender identity, sexual orientation, race, age, religion/belief or disability. Commitment to equality is embedded in our policies, practices and procedures, teaching, learning and the curriculum.

Understanding and respect for diversity and differences are important aspects of many areas of life and in the learning environment. It is important that you are able to recognise the effects of bullying, stereotyping, prejudice and discrimination of any kind, and we aim to help you develop the skills to challenge discrimination assertively.

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

Our aim is to ensure that everyone, regardless of their sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, disability, colour, ethnic and national origin, age, religion or belief, can make the most of their time learning with us.

We require learners to behave in a non-discriminatory manner. We also expect your full support in changing any practices that deny or limit equality. In particular, we aim to ensure that no learner experiences offensive or intimidating behaviour or is the victim of harassment or discrimination.

### **Harassment and bullying**

Harassment can take many forms, such as offensive or derogatory remarks, written or physical abuse, suggestive comments or gestures, or any conduct that interferes with dignity or privacy.

We will not tolerate abuse of staff and/or learners.

If you experience or witness such behaviour, there are some key actions you should take:

- Don't put up with it.
- Ask the harasser to stop if you think it's safe to do so.
- Get support – talk to a member of staff in whom you have confidence, a Learning Support Assistant, the Equality Officer or a counsellor
- Collect evidence of the harassment – make notes of when, where, what happened, who was there and so on.
- Make a formal complaint.

Any formal complaint of harassment should be made to the Head of Department or your tutor. All complaints will be dealt with in confidence.

## **What's in the pack?**

This *Learners' Equality, Diversity and Inclusion Study Pack* provides you with advice, guidance and practical activities to help you explore the key issues surrounding equality, diversity and inclusion.

The learner pack aims to explain apparently complex policies, practice and procedures more simply with a view to helping you to play your part in promoting equality, tackling discrimination and fostering good relationships between diverse groups.

Issues explored	Contents
<p><b>1. What do we mean by equality and diversity?</b></p>	<ul style="list-style-type: none"> <li>• Notes on equality law</li> <li>• Activity to identify an example of equality in action in the organisation</li> <li>• Activity that draws attention to the unique characteristics each one of us has to offer</li> <li>• Activity to identify what issues or activities might make people uncomfortable and how to overcome this</li> <li>• Crossword to help you understand the terms we use when talking about equality and diversity (two versions)</li> <li>• Matching game to find out what the law says</li> <li>• Equality legislation quiz to test understanding of how the law protects us (two versions)</li> <li>• Reflections sheets to help you prepare for giving feedback on your progress to your tutor</li> </ul>
<p><b>2. Why is it important?</b></p>	<ul style="list-style-type: none"> <li>• Notes on rights and responsibilities</li> <li>• Activity to help you explore the range of people you come into contact with (two versions)</li> <li>• Activity to look at your own experiences of being different and how it made you feel</li> <li>• Activity to design a poster to advise learners of their rights and responsibilities</li> <li>• Reflections sheets to help you prepare for giving feedback on your progress to your tutor</li> </ul>
<p><b>3. Barriers to equality</b></p>	<ul style="list-style-type: none"> <li>• Notes on types of discrimination</li> <li>• Crossword to help you understand the terms we use when talking about equality law</li> <li>• Equality legislation quiz to test your understanding of the law and how it applies in different situations</li> <li>• Reflections sheets to help you prepare for giving feedback on your progress to your tutor</li> </ul>

Issues explored	Contents
<p><b>4. Challenging unacceptable behaviour</b></p>	<ul style="list-style-type: none"> <li>• Notes on what forms bullying takes</li> <li>• Notes on tackling discrimination</li> <li>• Acrostic activity to explore what bullying means to you (two versions)</li> <li>• Activity to review an incident you have witnessed and identify better ways of responding to it</li> <li>• Activity to revisit a time when you unwittingly supported unacceptable behaviour and what you could have done instead</li> <li>• Reflections sheets to help you prepare for giving feedback on your progress to your tutor</li> </ul>
<p><b>5. Developing cultural and social awareness</b></p>	<ul style="list-style-type: none"> <li>• Notes on using inclusive language</li> <li>• Notes on what lies behind some of the differences we notice about people</li> <li>• Notes on fostering good relations between groups</li> <li>• Activity to explore whether commonly-used terms are actually acceptable to the people they refer to (two versions)</li> <li>• Activity to consider the cultural difference we must take into account if we are organising a truly inclusive social event</li> <li>• Reflections sheets to help you prepare for giving feedback on your progress to your tutor</li> </ul>
<p><b>6. Promoting equality</b></p>	<ul style="list-style-type: none"> <li>• Notes on promoting equality</li> <li>• Activity to draw attention to the assumptions we make about people just by looking at them (two versions)</li> <li>• Observation activity to help develop an awareness of and sensitivity towards non-inclusive behaviour (two versions)</li> <li>• Reflections sheets to help you prepare for giving feedback on your progress to your tutor</li> </ul>



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



Activities



Information or explanation



Practical tips and advice



Somewhere to record your thoughts

The contents comprise:

- activities to help you build your knowledge and skills
- some activities where there are two versions, with the first being more challenging and the second (labelled A) being less challenging – your tutor will advise you on which version will suit you best
- notes that provide additional and background information to help you with the activities and enhance your learning and development
- practical tips to help you promote equality, tackle discrimination and foster good relationships between diverse groups
- reflections sheets to help you prepare yourself for giving feedback on your progress

## **Section 1: What do we mean by equality and diversity?**

In this section of the pack we look at what we think equality and diversity is all about and whether there's more to it than we originally thought.

We start by looking for examples of equality in action in our organisation and consider what diversity means by looking at the unique characteristics each of us has to offer.

Equality and diversity issues can be sensitive and make us feel uncomfortable, so next we spend a bit of time thinking about what issues or activities might make people uncomfortable and how we can overcome our reluctance to explore or participate in them.

The other activities in this section help you to familiarise yourself with the terms we use when talking about equality and diversity and how the law protects us. They include crossword puzzles, quizzes and a matching game.

There are some notes for you at the beginning of the section that will provide you with information to help you with these activities.

As you work through the notes and each activity, keep a record of your thoughts about what you've learned, things you want to raise with your tutor and issues you want to talk about some more. There's a Reflections sheet to help you do this at the end of this Section. That way you'll be fully prepared when your tutor asks you for feedback on your progress.

## **Section 2: Why is it important to us?**

In this section of the pack we look at the range and diversity of the people we come into contact with every day and our rights and responsibilities in the learning environment,

Most of us don't realise just how many different people we come into contact with during the course of a day. The first activity in this section will bring it home to you.

Next we look at your own experiences of being different because of who you are – your race, sex, religion or belief, disability and so on – and how this made you feel.

In order to create the climate of trust and mutual respect that is essential for helping learners to achieve their potential and enjoy learning with us, learners have certain rights, but with these come responsibilities too. The second activity in this section help you to explore your rights and responsibilities and make sure others are aware of them too.

There are some notes for you at the beginning of the section that will provide you with information to help you with these activities.

As you work through the notes and each activity, keep a record of your thoughts about what you've learned, things you want to raise with your tutor and issues you want to talk about some more. There's a Reflections sheet to help you do this at the end of this Section. That way you'll be fully prepared when your tutor asks you for feedback on your progress.

## **Section 3: Barriers to equality**

In this section of the pack we look at the four main types of discrimination in more detail.

The crossword activity will remind you about the types of discrimination you first met in Section 1 and helps you to familiarise yourself with the terms we use when talking about equality and how the law protects us.

You can use the quiz activity to test your understanding of the law and how it applies in different situations.

There are some notes for you at the beginning of the section that will provide you with information to help you with these activities.

As you work through the notes and each activity, keep a record of your thoughts about what you've learned, things you want to raise with your tutor and issues you want to talk about some more. There's a Reflections sheet to help you do this at the end of this Section. That way you'll be fully prepared when your tutor asks you for feedback on your progress.

## **Section 4: Challenging unacceptable behaviour**

In this section of the pack we look at what constitutes unacceptable behaviour and what we can do when we witness it in the learning environment.

We start with an acrostic activity to explore what bullying means to you.

We then consider an incident of bullying or harassment we have witnessed in the learning environment, how different people behaved and what we might have done instead.

Finally we look at the type of discriminatory behaviour we witness every day – people making jokes or comments or using discriminatory language without thinking it might cause offence – and what we can do to deter it.

There are some notes for you at the beginning of the section that will provide you with information to help you with these activities.

As you work through the notes and each activity, keep a record of your thoughts about what you've learned, things you want to raise with your tutor and issues you want to talk about some more. There's a Reflections sheet to help you do this at the end of this Section. That way you'll be fully prepared when your tutor asks you for feedback on your progress.

## **Section 5: Developing cultural and social awareness**

In this section of the pack we explore the reasons behind the visible differences we see between certain groups and how this understanding can help us foster better relations between diverse groups.

We start by thinking about whether commonly-used terms are actually acceptable to the people they refer to or whether they may be disliked by or even offensive to them.

We then consider the cultural difference we must take into account if we are organising a truly inclusive social event at which everyone will feel welcome because their needs have been met as a matter of course.

There are some notes for you at the beginning of the section that will provide you with information to help you with these activities.

As you work through the notes and each activity, keep a record of your thoughts about what you've learned, things you want to raise with your tutor and issues you want to talk about some more. There's a Reflections sheet to help you do this at the end of this Section. That way you'll be fully prepared when your tutor asks you for feedback on your progress.

## **Section 6: Promoting equality**

In this section of the pack we look at the dangers of making assumptions about people based on what we can see.

We start by focussing on the assumptions we make about people just by looking at them.

The next activity will help you to develop an awareness of and sensitivity towards equality and diversity by observing just how much non-inclusive material is around us and how it could be changed to promote equality instead.

There are some notes for you at the beginning of the section that will provide you with information to help you with these activities.

As you work through the notes and each activity, keep a record of your thoughts about what you've learned, things you want to raise with your tutor and issues you want to talk about some more. There's a Reflections sheet to help you do this at the end of this Section. That way you'll be fully prepared when your tutor asks you for feedback on your progress.