



Inducting Learners

Supporting learners to better understand equality and diversity issues

This equality and diversity pack provides teaching staff with advice, guidance and session plans that will help them to explore the key issues with learners, explain complex legislation simply and clearly and act on the organisation's equality duty by promoting the benefits of embracing equality and diversity.

It can be used as a programme of study for half a term to deliver some of the Key Stage 3 and 4 citizenship and PSHEE key concepts.



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About this pack

How it can be used by learning providers

This Equality and Diversity pack provides teaching staff with advice, guidance and session plans that will help them to explore the key issues with learners, explain complex legislation simply and clearly and act on the organisation's equality duty by promoting the benefits of embracing equality and diversity.

It can be used as a programme of study for half a term to deliver some of the Key Stage 3 and 4 citizenship and PSHEE key concepts (see next section for more on this).

Session	Contents
1. What do we mean by equality and diversity?	<ul style="list-style-type: none">• Introductory activity to help learners understand the language of equality and diversity• Main activity exploring equality legislation
2. Why is it important?	<ul style="list-style-type: none">• Introductory activity to help learners explore their range of social contacts• Main activity to examine responsibilities
3. Barriers to equality	<ul style="list-style-type: none">• Introductory activity to examine the four types of discrimination recognised by equality legislation• Main activity to identify how the law protects people
4. Challenging unacceptable behaviour	<ul style="list-style-type: none">• Introductory activity to examine equality law• Main activity to challenge unacceptable behaviour
5. Developing cultural and social awareness	<ul style="list-style-type: none">• Introductory activity to explore the use of language• Main activity to help learners develop cultural and social awareness
6. Promoting equality	<ul style="list-style-type: none">• Introductory activity to examine diversity within the learning environment/local community• Main activity to promote equality and diversity within learning environment

How it can be used with young people

Learning providers 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. Equality should be embedded in learning providers' 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 in the learning environment. 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, gender identities, ages and abilities.

Each learning provider should have its own policy for equality and diversity. Information and guidance for the action learning providers need to take to comply with equality and diversity legislation is available at the Equality and Human Rights Commission website at www.equalityhumanrights.com and the Department for Education website at <http://www.education.gov.uk/>.

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



Activities



Information or activity exploring legislation



Information on roles and responsibilities



Practical tips and advice



Information or explanation

The contents comprise:

- Session plans with learning objectives, resources required, key word lists, introductory activities, main learning activity and plenary with ideas for differentiation for learners with learning disabilities
- handouts for learners, including differentiated versions where appropriate
- Notes for facilitators and answer sheets that provide additional and background information to inform the activities and enhance the learners' learning experience.

The activities in this pack can be used to support the following curriculum areas, either in isolation or as a planned programme of equality and diversity learning.

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://www.education.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://www.education.gov.uk/>

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