Equality and Diversity UK Ltd

Six Strands of Equality and Diversity

Activity Pack

EDUK

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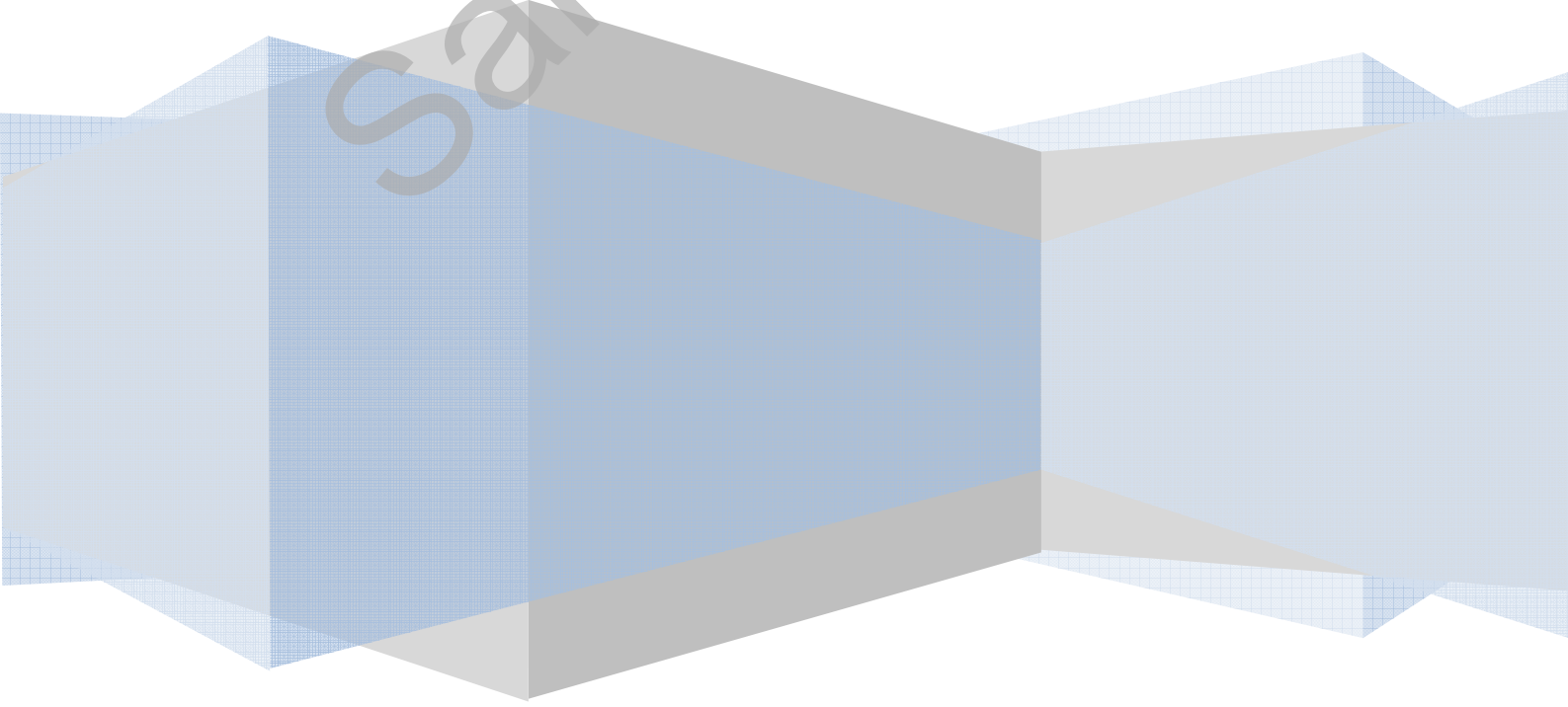

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About the Activities

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 30 practical tried and tested activities specifically aimed at engaging the 14-19 age group. Many are energetic and experiential, offering the participants powerful insights into key equality and diversity issues.

Each activity plan contains the following information:

Equality strand	The equality and diversity area(s) touched upon by the activity: Gender — Sexual orientation Race — Religion Age — Disability Class — Deprive communities
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
Handout, cards, answer sheets, and supporting information	A range of materials to support the activity

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Activity Descriptions

Activity 1 Myth Busters
A true or false quiz enables participants to dispel popular misconceptions concerning mental illness.

Activity 2 Quiz
Participants compete in teams to get the highest score in this 10 question quiz to test their knowledge of a range of equality and diversity issues.

Activity 3 Perceptions: F Exercise
This lively icebreaker or short activity brings home the difference between treating people equally and treating them fairly.

Activity 4 Diversity Champion
Participants work together to decide what attributes are needed in order to be a leader in championing diversity and present their ideas in picture form.

Activity 5 The Sociogram Exercise
This is a physical activity in which participants decide where they personally stand (literally) on a range on a range of viewpoints relating to any one or all six equality strands.

Activity 6 Paradigm of Prejudice and Discrimination
Participants decide how they would respond to a range of everyday scenarios and analyse their behaviour to reveal their own prejudices and discriminatory behaviour.

Activity 7 Exploring Definitions
The importance of language in discussing diversity is demonstrated as participants devise individual and group definitions of terms such as prejudice, discrimination, racism, sexism and homophobia.

Activity 8 Detailed Quiz
This quiz reveals some startling facts that show discrimination is alive and well and living in our communities.

Activity 9 Diversity Bingo
This is a fun and energising activity in which participants have to find people with the right skills and knowledge of diversity in everyday life and popular culture in order to win the game.

Activity 10 Heterosexuality
This activity promotes understanding of the prejudices commonly encountered by gays and lesbians by turning the tables and subjecting heterosexuals to similar prejudices.

Activity 11 Life Chances
Participants take part in a physical activity that shows in a simple but effective way how some young people's options are limited by family background, racism, sexism, discrimination against disabled people and those who are lesbian or gay.

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Activity 12 Stereotypes
Using older people as an example, this activity brings home to participants how we all carry stereotype images in our heads and automatically draw on them without thinking.

Activity 13 Case Studies
Participants have to use tact, diplomacy and assertive behaviour in order to maintain good working relationships whilst applying their learning to real life situations.

Activity 14 Stopping Harassment
This activity provides participants with a range of strategies and techniques for challenging and combating harassment in the form of teasing and bullying.

Activity 15 Growing Up and Growing Older
By reviewing a range of statements and comparing their answers, participants identify common stereotypes applied to young people, older people or both.

Activity 16 Similarities between Old and Young
Participants examine their own stereotypes about older people by considering older adults in their lives and the many similarities between the lives of teenagers and the lives of older people.

Activity 17 Balloon Tag
A high energy game of Tag leads on to a question and answer matching activity that helps to expand the participants' knowledge about world religions.

Activity 18 Discussion Statements
Participants analyse their own religious beliefs and/or values before debating issues concerning the impact of religion on modern life for individuals and society.

Activity 19 the Complexities of Sexual Orientation
Categorising a range of people based on descriptions of their preferences, experience and how they see themselves leads participants to realise that there is more to people's sexual orientation than simply labelling them as 'heterosexual', 'lesbian', 'gay' or 'bisexual'.

Activity 20 Drawing Conclusions
This is a group activity in which participants draw images to represent gay, lesbian, bisexual, transgender and straight people before questioning the validity of these images.

Activity 21 the Girl with No Name
Hearing about the deep-rooted feelings and experiences of one transgender person in the quest to establish their true identity helps participants to empathise and recognise how they can offer support to transgender people.

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Activity 22 Social Roles
This activity employs a self-reflective process in which participants write and share short pieces about how their gender identities were affected through childhood messages about what it meant to be a boy or a girl.

Activity 23 Female Action Heroes
After viewing excerpts from children's television programmes, the participants compare the female action heroes to their male counterparts and discuss whether these gender stereotypes influence the attitudes or behaviour of boys and girls.

Activity 24 Where's My Toy?
Participants consider how the toys we play with as children can reinforce gender stereotypes and attempt to choose gender-neutral gifts for the first ten years of a child's life.

Activity 25 Looking at Languages
Pictorial prompts help participants to consider the range of languages spoken in today's schools and the impressive achievement of young people who have to switch between languages in order to function in different areas of their lives.

Activity 26 Majority/Minority Relationships
This activity allows participants to experience being part of a majority group and being in a minority group and, in relation to ethnic groups, to think about the strategies we may use to break in and out of groups we form.

Activity 27 ChildLine Counsellors
Participants develop strategies for dealing with racist abuse by assuming the role of ChildLine counsellors advising young people who are victims of such abuse.

Activity 28 Visually Impaired
Gaining firsthand experience of carrying out a simple task with a visual impairment brings home to participants some of the problems experienced by visually impaired people in daily life and sets them thinking about adjustments that can be made to make things easier.

Activity 29 Hearing Impaired
Participants experience for themselves how hard it can be to communicate with other when you have a hearing impairment and work out what adjustments could be made to make day to day tasks easier.

Activity 30 Physically Challenged
Participants face a physical challenge that demonstrates how hard simple tasks can be when you do not have full use of your limbs and they consider the adjustments that can be made to help physically impaired people cope with ordinary tasks.

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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 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

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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*

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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.

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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

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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 strand 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.

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Activity One	
Name:	**Myth Busters**
Anticipated timings:	**The activity takes approximately 30 minutes.**
Equality strand:	**DISABILITY** **DEPRIVED COMMUNITIES**
Potential use:	**For uses in relation to stereotypes about disability and pressures on young people with groups of any size**
Purpose:	**This activity allows young people to explore concerns and beliefs about mental health issues.**

Learning Outcomes:

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

- correct popular misconceptions concerning mental illness
- recognise that mental illness is common, often temporary and can affect young people

Key Terms:

mental health

mental illness

Resources:

- Myth Buster statements.
- Myth Buster Answer Chart handout for each participant
- Myth Buster Answers for reference

Method:

1. Explain what the participants will get out of the activity using the learning outcomes given above.
2. Give each participant a Myth Buster Answer Chart handout.

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3. Read out the first myth buster statement.

4. Ask the participants to record whether they think the statement is true or false or whether they don't know by circling the appropriate number on the Myth Buster Answer Chart.

5. Repeat the process with the remaining statements.

6. Take plenary feedback from group. Reveal the correct answers and discuss these along with any additional issues raised.

7. Remind the participants about what they have learned using the learning outcomes given above.

Variations:

- Anonymity can be preserved by folding up each person's answer chart and distributing them randomly before answers are provided.
- Participants could create some of their own statements.
- Create a competitive element by awarding points for correct answers.

Helpful Hints:

- This works well with young people from most age groups, although understanding of the terms might need to be established first.

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Activity Two	
Name:	**Quiz**
Anticipated timings:	**The activity takes approximately 45 minutes**
Equality strand:	**RACE RELIGION GENDER SEXUAL ORIENTATION AGE DISABILITY**
Potential use:	**A specific activity for groups of any size to help young people consider the use of specific words/language**
Purpose:	**This activity begins the process of raising awareness and opens up areas for discussion.**

Learning Outcomes:

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

- correct popular misconceptions concerning equality and diversity issues
- understand a range of terminology associated with equality and diversity

Resources:

- Quiz handout
- Quiz Answers for reference
- Some prizes – fruit or sweets

Key Terms:

ethnic group
functional illiteracy
political correctness
positive action
positive discrimination
sexual orientation
sexuality

Method:

1. Explain what the participants will get out of the activity using the learning outcomes given above.
2. Put the participants into small groups and give each person a Quiz handout.

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3. Inform the groups that they have 10 minutes to complete the quiz and that you will need a group answer to each question.

4. To make the activity more fun, let the participants know that there is a prize for the group with the highest score at the end of the quiz.

5. Ask each participant to record their group answers on the Quiz handout.

6. Take plenary feedback from the groups. Reveal the correct answers and discuss these along with any additional issues raised. Give one point for each correct answer.

7. Remind the participants about what they have learned using the learning outcomes given above.

Variations:

- Anonymity can be achieved by folding up each group's answers and distributing them randomly before answers are provided.

Helpful Hints:

- This works well with young people from most age groups, although understanding of the terms might need to be established first.

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HANDOUT

Quiz

Here, the term **black** refers to people from any minority ethnic community with **visible differences**.

For each question or statement, please tick one box to show the correct answer.

1) The largest immigrant group in Britain are the Pakistanis.

   True False

2) In the first year in force, which Act saw the most employment cases taken to an Employment Tribunal?

   Sex Discrimination Act Race Relations Act

   Disability Discrimination Act Race Relations (Amended) Act

3) Political correctness creates confusion.

   True False

4) In the UK, around 1 in 5 people of working age have a disability.

   True False

5) Sexuality and sexual orientation should be viewed as the same thing.

   True False

6) Approximately 1 in 4 adults in the UK are 'functionally illiterate' (have difficulty understanding and using printed information in daily life).

   True False

7) The minimum type size recommended by the Royal National Institute for the Blind for a general audience is:

   10 point 12 point 14 point

8) Positive action which favours black people, people with disabilities and men is unlawful.

   True False

9) The largest ethnic group in England is the African Caribbean.

   True False

10) It is a positive thing that British society is, on the whole, a tolerant society.

    True False

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Quiz Answers

1. **False** – the largest immigrant group in Britain is the Irish.
   Source: Office for National Statistics, Census 2001

2. **The Disability Discrimination Act (DDA)** saw the most employment related cases in its first year in force. In 1954 there was a similar Disability Discrimination Act which actually established a quota system for employers. Organisations that failed to reach the quota were to be fined in the courts. Guess how many prosecutions there were? That's right – ZERO.

3. **True** – this term is used to do just that and belittle work on equality done by others. What may be politically correct to one person may not be correct for another. A more appropriate term is **political awareness** – basically remaining aware that certain terminology and/or behaviours could be offensive to some people.

4. **True** – nearly 1 in 5 people (6.9 million or 19% are disabled
   Source: Office for National Statistics, Labour Force Survey, Spring 2005
   http://www.shaw-trust.org.uk/page/6/89

5. **False** – sexuality and sexual orientation are two different issues. In short, one's sexual orientation can be defined as your sexual preference, whereas sexuality is the actual manifestation of one's sexual preference – so arguably one could be gay through sexual orientation yet the sexuality is female: male.

6. **True** – 1 in 4 adults are have difficulty understanding and using printed information in daily life.
   Source: United Nations Human Development Programme (2000) Human Development Report, UNDP
   http://news.bbc.co.uk/1/hi/uk/811832.stm

7. **12 point** is the minimum type size recommended by the RNIB.
   Source: RNIB Clear print guidelines
   http://www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public_printdesign.hcsp

8. **False** – Positive action is lawful, positive discrimination is unlawful. You cannot try to change the balance of, for example, your workforce by selecting someone mainly because they are from a particular group. However, you can take positive action to ensure that people from previously excluded minority groups can compete on equal terms with other applicants. This could involve arranging training to give people the knowledge and skills they need and actively encouraging them to apply for vacancies.

9. **False** – the largest ethnic group in England is the English. The question does not say 'ethnic minority', just 'ethnic'. As an aside, the word 'ethnic' is used today to define national heritage or origin; it initially came from the word 'ethnos' which, according the Oxford Dictionary of Words and Origins means 'heathen' or 'savage'.

10. **This was a trick question.** Again, the issue depends upon your understanding or interpretation of the word 'tolerance'.

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HANDOUT

Myth Buster Answer Chart

Circle the number in the right column to show whether you think the statement is true, false or you can't decide.

Statement number	True	Can't decide	False
1	1	2	3
2	1	2	3
3	1	2	3
4	1	2	3
5	1	2	3
6	1	2	3
7	1	2	3
8	1	2	3
9	1	2	3
10	1	2	3
11	1	2	3
12	1	2	3

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Myth Buster Statements

No.	STATEMENTS
1.	A mental illness always makes people become dangerous.
2.	People who have a mental illness are often not very intelligent.
3.	Children do not suffer from mental health problems.
4.	People who harm themselves deliberately do it for attention.
5.	You can catch a mental illness.
6.	Most people at some stage in their lives will have a mental health problem.
7.	Depression only affects people who are lazy and weak.
8.	A split personality (where someone behaves as if there is more than one person in the same body) is described as Schizophrenia.
9.	Psychotic illness (which affects what people believe, how they feel about things and how they behave) only affects people who are very evil.
10.	There is no cure for mental illness.
11.	People who have mental illness should be locked up.
12.	One in ten young people suffers from a mental health problem.

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Myth Buster Answers

Go through answers with the groups and give feedback for each answer – no need to go to into detail with the answers.

1. **False**
   Only a very small number of people with mental illness are in danger of harming others.

2. **False**
   Mental health problems rarely affect an individual's intelligence. Just like everyone else, some have higher levels of intelligence and some lower. They may view situations differently.

3. **False**
   An increasing number of children experience mental health problems although often they are not diagnosed.

4. **False**
   Most deliberate self harm such as cutting remains hidden and it is a coping strategy indicating emotional distress.

5. **False**
   Whilst mental health conditions have an impact on the people around the sufferer, they are not contagious.

6. **True**
   Most people experience some form of mental health problem at some stage in their lives. This is often associated with depression and anxiety.

7. **False**
   Depression has nothing to do with being lazy or weak. It is often a chemical imbalance in the brain.

8. **False**
   Schizophrenia (which often involves withdrawal from reality, illogical thinking, strange beliefs and hallucinations) is often confused with multiple personality disorder, which is something quite different.

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9. **False**
   Whilst some of the thoughts and actions of people with psychotic illnesses appear bad and the individuals suffering are confused and ashamed, they are not evil.

10. **False**
    Many people who have previously suffered with mental health problems go on to lead fulfilling, active lives and achieve their potential.

11. **False**
    Whilst some people with mental health problems may need constant supervision for their own protection, many others exist quite successfully within communities.

12. **True**
    The latest research suggests it may even be higher than that.

    Source: Office for National Statistics (2005) Mental health in children and young people in Great Britain, 2004, HMSO
    http://www.statistics.gov.uk/pdfdir/cmd0805.pdf

    Source: BMA Board of Science (2006) Child and adolescent mental health – a guide for healthcare professionals, British Medical Association
    http://www.bma.org.uk/ap.nsf/AttachmentsByTitle/PDFChildAdolescentMentalHealth/$FILE/ChildAdolescentMentalHealth.pdf

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