



# Diversity - Year 7



## Theme Assembly

**THEME:** Diversity

### ASSEMBLY TITLE

Teachernet Assembly - Racism

### INTENDED OUTCOMES

This assembly for KS3 and KS4 deals with the theme of racism by a short adaptation of the “blue eyes, brown eyes” experiment in 1968 following the assassination of Martin Luther King. The adaptation uses coloured cards, randomly distributed, rather than physical attributes. The assembly aims to challenge students:

- to think about the effects of racism and prejudice in their own school community
- to think about the effects of racism and prejudice in a broader context

### RESOURCES

- Videos
- A Class Divided - the reunion of the children involved in the blue eyes-brown eyes experiment (PBS Video)
- [www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view](http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view)
- Websites
- Commission for Racial Equality [www.cre.gov.uk](http://www.cre.gov.uk)
- Institute of Race Relations [www.irr.org.uk](http://www.irr.org.uk)
- Music - Snow patrol - Chasing Cars or Michael Jackson - Man in the Mirror

### ASSEMBLY PRESENTATION/DESCRIPTION

#### Introduction

Today you are going to learn something new about your community, about the people around you and, most importantly about yourself.

#### Main Presentation

When students enter the assembly room, hand some of them red cards and some of them green cards. They do not have to be equally split; they can be handed out quite arbitrarily but make sure that each pupil feels as if they have been specially selected for either a red or a green card.

The presenter of the assembly starts in role. Outline the new “school policy”: green cards are better than red cards and entitled to certain privileges.

- **Green cards** may be first in the lunch queue
- **Green cards** may enter classrooms first and sit where they choose
- **Red cards** must stand aside for them
- All cards must be displayed for identity purposes
- Red and green cards must not mix

(This list can be amended or added to according to the school’s context.)

Give the students time to respond to this. Let them ask questions. Through your answers, reiterate that the staff have done a lot of research to reach these conclusions and that none of this can be altered. The decision has been made. Emphasise that any dissent will be dealt with extremely seriously and that any green cards who try to stick up for their red card friends will lose their green card status and will be severely punished.

Now ask the students to think about the following questions:

- How do you feel about what is happening to you?
- What does it feel like to be in your group?
- Are any of your friends in the other group? How does that make you feel?
- If you felt angry and wanted to protest, but the teachers refused to listen to your objections, how would that make you feel?

Ask students to imagine that this is the way it is going to be for the rest of their lives. Give them time to think about this.

The presenter now comes out of role and explains that this was just a little taste of an exercise that was carried out in the late 1960s which has become world famous. At this point show clip from the film ‘A class divided’ to demonstrate the impact of being on the receiving end of discrimination and how this affected the 8 year olds in the experiment.

**Teacher's notes:**

The day after Martin Luther King Jr was killed, a teacher decided to change her lesson plan. Jane Elliot wanted to explain to her students how Martin Luther King came to be assassinated; to show that racism and prejudice can occur when people (even best friends) are assigned to an "out group". She divided her all white third-grade students into two groups: one blue-eyed and one brown-eyed. She told the blue-eyed students they were smarter, nicer, cleaner and deserved more privileges than the others. What she discovered was amazing. Blue-eyed students were not only better behaved, but also more likely to learn. One dyslexic boy learnt how to read for the first time. One smart brown-eyed girl who could multiply very well started to make mistakes less than two hours after she was told she was inferior. Friendships were torn apart. Most of the children who were "better", behaved arrogantly and aggressively towards the others who became withdrawn, ashamed and angry.

Explain to students that it is not just eight year-olds who have reacted in this way. Jane Elliot conducted her experiment on the Oprah Winfrey show in 1992 with adults. As the discussion moved towards racism, the audience said that they knew what was happening was wrong but that they were afraid to stand up for what they knew was right. Isn't that what a lot of us do every day? How many of us have been witness to racist jokes or comments and said nothing?

Define racism and pose a further question. Racism is the belief that some "races" are superior to others. This is mostly based on the false idea that different physical characteristics (like the colour of someone's skin) or ethnic background make some people better than others. As unbelievable as it may seem, many people think that people with similar skin colour have similar characteristics — can students think of instances where people may have thought this?

Remind students that racism is not just a black/white issue. Ask them to think about Nazi Germany, Rwanda and Bosnia - and ask them to look around them in their own communities.

**Summary**

Today we have looked at a simple experiment which highlights how discrimination makes us feel. Although racism in the whole of our society is a complex issue, perhaps today's assembly has enabled us to think about the effects of racism, what it is, and to make links with our own lives and behaviour both in school and beyond.

Any form of discrimination is based on issues of similarities and difference.

**REFLECTION**

Play an appropriate piece of music eg. Michel Jackson - Man in the mirror and display lyrics.

Ask students to quietly reflect

Then at the end of the song show a slide that says: Change starts inside the individual - look at yourself in the mirror.....

**NOTES**

This assembly is a popular but powerful resource that uses the common differences in appearance between students to highlight the consequences of prejudice. The text should be read thoroughly by the teacher prior to delivering the assembly, and consideration given to its suitability for the age and emotional maturity of the students listening.

**Additional notes**

For the purposes of this assembly it is strongly recommended that teachers do not use physical characteristics of students to identify them, but that the students are given a token (such as the cards suggested). The beginning of the assembly will be enhanced if all staff present help to hand out the cards. This assembly can be adapted to for any size of group. If the assembly is for a large number of students it will take longer to hand out the cards. In smaller groups, more time could be spent on the question/answer section.

**Extension/shortening tip****To shorten**

- Cut the practical activity and focus on the experiment.

**To extend**

- Give more weight to practical activity - separate students out according to the card colour, give the green cards chairs to sit on, and so on
- Consider including Martin Niemöller's untitled poem, First they came for the communists... (1945)



# Diversity

Thought for the week

Is my glass  
half full or  
half empty?

A group of people in a park, some with arms raised, under a warm orange filter. The scene is outdoors with trees and a fence in the background. The overall mood is energetic and positive.

# Diversity

Thought for the week

Stereotyping  
people is ok  
. . . or is it?



# Diversity

Thought for the week

Can we always  
think before  
we act?

A group of diverse people are shown in a park-like setting. In the foreground, a person is wearing a man's white t-shirt and dark pants, with their arms raised. Behind them, several other people are looking upwards. The scene is overlaid with a semi-transparent orange filter.

# Diversity

Thought for the week

Walk a mile  
in another man's  
shoes . . .



# Diversity

Thought for the week

Are some people  
more equal  
than others?





# Diversity

Thought for the week

Why is it good  
to be different?

## Kaleidoscope - Related Aspects - Diversity Year 7 - Spring Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 7	Rights Respecting Schools
<p>P 1.1.a Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>P1.5.a 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.</p> <p>P1.5.b Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.P 2.1.a reflect critically on their own and others' values.</p> <p>P 2.3.d value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</p>		<p><b>Stay Safe</b> Safe from bullying and discrimination</p> <p><b>Be Healthy</b> Physically healthy. Mentally and emotionally healthy. Sexually healthy. Healthy Lifestyles.</p>	<p><b>1 PSHE</b> 1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/QCA guidance</p> <p><b>4 EHWB</b> 5. has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination</p>	<p>Empathy Self-awareness Social Skills</p>	<p>1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values etc.)</p> <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.</p> <p>31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.</p> <p>32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.</p> <p>33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p>	<p>I know when and how I learn most effectively. I know how to develop and extend my skills. I know how to use my strengths to help myself and others. I know that people in my group value my contribution. I can explain and celebrate my strengths and achievements. I can work out how friendly people appear to be by their facial expressions. I can work out how friendly people appear to be by their use of body language. I can work out how friendly people appear to be by their use of body language. I can tell how someone is feeling by their tone of voice.</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 7	Rights Respecting Schools
<p>P2.3.e challenge prejudice and discrimination assertively.</p> <p>P3.a examples of diverse values encountered in society and the clarification of personal values.</p> <p>P3.j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.</p> <p>P3.m the similarities, differences and diversity among people of different disability, gender, age and the impact of prejudice, bullying, discrimination on individuals and communities. (Amended)</p>					<p>35. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, (including people who bully, people who are bullied and people who witness bullying, and others such as friends, family and the wider community) and can use appropriate strategies to support them.</p> <p>40. I can take others' thoughts and feelings into account in how I manage my relationships.</p> <p>I can change my friends without hurting anyone.</p>	<p>I can interpret someone's feeling in a range of situations.</p> <p>I can predict what people might be thinking of feeling even when it is not how I might think or feel.</p> <p>I can make the people in my group feel valued and welcome.</p> <p>I know how to make other people feel at ease.</p>	

# Overview of Lessons

Theme: Diversity	Year: 7
Lesson Title	Intended Learning Outcomes
1. Attitudes	<ul style="list-style-type: none"> <li>I understand that identity is affected by a range of factors, including a positive sense of self. (P1.1.a)</li> <li>I know that I am a unique individual and can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc) (SEAL 1)</li> </ul>
2. Exploring Stereotypes	<ul style="list-style-type: none"> <li>I can appreciate 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. (P1.5.a)</li> <li>I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations others have of me. (SEAL 5)</li> </ul>
3. Left Out!	<ul style="list-style-type: none"> <li>I value differences between people and can demonstrate empathy and a willingness to learn about people different from myself. (P2.3.d)</li> <li>I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs. (SEAL 33)</li> <li>I can recognise when others are being excluded and how I might help to change the situation so they are included. (P2.3.e)</li> </ul>
4. Disability Discrimination	<ul style="list-style-type: none"> <li>I value differences between people and can demonstrate empathy and a willingness to learn about people different from myself. (P2.3.d)</li> <li>I can see the world from other people's point of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs. (SEAL 33)</li> <li>I understand the meaning of discrimination in relation to disability and employment. (P3.m)</li> </ul>
5. Sex Discrimination and Beyond	<ul style="list-style-type: none"> <li>I can challenge prejudice and discrimination assertively. (P2.3.d)</li> <li>I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences. (SEAL 35)</li> <li>I understand that discrimination can take different forms and that it has negative effects on people's lives. (P3.m)</li> </ul>
6. Assessment Opportunity	<ul style="list-style-type: none"> <li>I can challenge prejudice and discrimination assertively. (P2.3.d)</li> <li>I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences. (SEAL 35)</li> </ul>
<p><b>End of Theme Product/ Project Outcome:</b>            By the end of the unit, students will have an increased awareness of the impact of stereotypes, prejudice and discrimination on the lives of individuals and groups. The end of theme task will enable them to consolidate and communicate what they have learned in the form of a community poster, lyrics of a song or a haiku poem.</p>	

**THEME:** Diversity: Attitudes

**LEARNING INTENTION/'I'**

I understand that identity is affected by a range of factors, including a positive sense of self.

I know that I am a unique individual and can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)

**VOCABULARY**

Attitude, physical characteristics, personality, attainments, attitudes, values, state of mind, positive, negative, skills, challenges.

**RESOURCES**

- 'Attitudes' PowerPoint presentation

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Ask students to write down answers to complete these quick fire sentence stems:

Women drivers are.....

Millionaires are.....

Old people are.....

All builders are.....

People who ride bikes....

People with tattoos ....

People who go to church.....

Young people with hoodies.....

People in wheel chairs.....

Vegetarians are.....

Go through answers receiving several for each sentence. Challenge where prejudice is shown and ask where that opinion has come from and is it based on fact? Students can challenge each other. Then introduce this unit as being about exploring prejudice and discrimination. Make the point that we all have prejudices and that prejudice is a pre-judgement made without all the facts.

Remind class of ground rules to ensure students work collaboratively and with respect for all.

**Creative thinkers**

Generate ideas and explore possibilities

### Core Activity

As a brief introduction, show slides 1 & 2 of the 'Attitudes' PowerPoint presentation. Then ask students to complete the activity in slide 3 in which they write the name of a friend they really admire and at least one thing they really admire about that person.

Invite students to share what they have written and collate these adjectives or describing words on the board, categorising them as follows: A for their attitude, S for skills and L for their looks. The majority of descriptions should be to do with attitude. If this isn't the case, encourage students to think about and suggest some additional examples. Discuss the differences between attitudes, skills and looks.

#### Continuum activity

Draw an imaginary line across the room and identify one end as a 'very negative attitude' and the other end as a 'very positive attitude'. Ask six volunteers to place themselves on that continuum according to their attitude on the following:

- 1) animals
- 2) maths
- 3) homework
- 4) brothers/sisters
- 5) doing chores at home
- 6) picking up litter
- 7) summer holidays
- 8) sport

De-brief - all of us have certain attitudes towards all aspects of our lives. How positive are we?

Guide students through the two quotes from Charles Swindoll on slides 4 & 5 and invite students to share their thoughts and feelings on hearing these quotes.

Work through the slides 6, 7, 8 & 9 and draw out the effects of attitudes on how we get along with other people, how we perform at work and our chances of success in sports. Explain the notion that attitude is a state of mind, in other words something we can change for the better or for the worse.

Read through slide 10 with students and ask them to reflect on the links between attitudes and achievement. Ask students to think of times when they have used a positive attitude to overcome difficulties or meet challenges in their school work or other aspects of their lives. Ask them to personally reflect on the things they admire about themselves including their attitudes and to write these down.

### Plenary

Ask the students to identify one key message for them from this lesson and to write it onto a slip of paper which will become an individual link in a whole class paper chain that will build up over the lessons. The ideas from this will then be used as a stimulus for the final task which is to create a poster, song or poem.

#### KEY QUESTIONS

What is meant by attitude being 'a state of mind?'

How might a positive attitude influence students' own lives?

How does my attitude link to any prejudice I may hold?

#### AFL

The Core Activity encourages students to reflect on their own attitudes and how these affect their learning and achievements (self-assessment).

#### DIFFERENTIATION

A list of 'attitude' descriptions (e.g. Kind, helpful, optimistic, caring, energetic, considerate, etc) could be produced in advance to support some students with the written activities.

#### CROSS CURRICULAR OPPORTUNITIES

The activities promote students' self-awareness and motivation and will support learning across the curriculum.

#### NOTES

The engagement activity is designed to bring out students prejudices. This needs to be handled well to ensure students are challenged and that no one is offended.

# Diversity - Attitude

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# ATTITUDE

Is it a state of mind?

If you see me in the bottom left corner of a slide you can click on me for tips on teaching using this presentation. Click me again for the tips to disappear.



Shoolio.co.uk  
PSHE PowerPoint Resources

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# ATTITUDE


a feeling or opinion about something or someone, or a way of behaving that is caused by this

**Lesson Objective:**  
To learn the power of your attitude.

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1. Write the name of a friend you really admire....
2. Write at least one thing you admire most about that friend...

**TEACHER NOTES**  
Objective: show how attitudes have an effect on influencing others.  
Get the students to answer the following questions on paper, then ask them to tell you all their answers to the second question. Write them down so they all can see.  
Put an **A** besides the characteristics that describe attitudes  
An **S** alongside those describing skills and **L** for looks.  
The majority of the descriptive words *should* be to do with attitude.



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"The longer I live the more I realise the Impact of

**attitude**, to me it is **MORE IMPORTANT** than the **past**, **FAILURES**, **EDUCATION**, **CIRCUMSTANCES**, **MONEY**, **successes**, what others say or do, **giftedness**, **appearance** or **skill**

Charles Swindoll

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"We cannot change our past. Nor can we change the fact people will behave in a certain way. We also cannot change the inevitable. The only thing we can do is play the one string we have, and that is our **attitude**."

I am convinced that life is **10%** what happens to me and **90%** how I react to it.

**You are in charge of your attitude"**

Charles Swindoll



Alright mate!

Our attitude determines what we see and how we handle our feelings.

He eventually found his saw. It had fallen behind his pile of wood. He no longer saw the teenager as suspicious.

# Diversity - Attitude


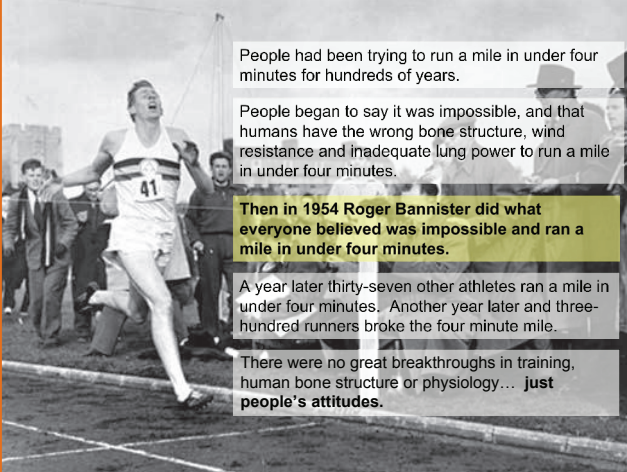
**We asked managers of the world what are the most common reasons people fail?**

**TEACHER NOTES**  
 Hopefully you've seen the game show Family Fortunes and can work out yourself how this works  
 Read the question at the top. There are six most popular answers, get your class to guess what they could be and then click on the blue rectangles to reveal them.  
 Note down the answers, they are Incompetence 30%, not getting along with other workers 17%, dishonesty or lying 12%, negative attitude 10%, lack of motivation 7%, non-compliant/failure or refusal to follow instruction 7%.  
 Once all answers are revealed click on the large blue rectangle at the bottom of the page to reveal the lesson objective which is: **Learn that most often the biggest reason for failure is attitude.**

1  
2  
3  
4  
5  
6

**TOTAL**

Click here when all answers are revealed

People had been trying to run a mile in under four minutes for hundreds of years.

People began to say it was impossible, and that humans have the wrong bone structure, wind resistance and inadequate lung power to run a mile in under four minutes.

**Then in 1954 Roger Bannister did what everyone believed was impossible and ran a mile in under four minutes.**

A year later thirty-seven other athletes ran a mile in under four minutes. Another year later and three-hundred runners broke the four minute mile.

There were no great breakthroughs in training, human bone structure or physiology... **just people's attitudes.**



## ATTITUDE

With the four minute mile now down to 3:43.13....

...an average of two strokes per tournament between the worlds top twenty-five golfers...

...and sometimes less that 0.1 seconds between racing drivers lap times...

The difference has to be something more than ability or luck.

## ATTITUDE



If you think you are beaten, you are!

If you think you dare not, you don't

If you'd like to do well but think you can't, you won't

Life's battles don't always go to the stronger or more intelligent person, but the person who achieves is the person who thinks he can

**TEACHER NOTES**  
 Perhaps print this slide for students to put on their bedroom wall????

# ATTITUDE

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 PSHE PowerPoint Resources

References in this presentation were all from:  
 Maxwell, John C. *Developing the leader within you*. Nashville: Thomas Nelson Inc, 1993



**THEME:** Diversity: Exploring Stereotypes

**LEARNING INTENTION/'I'**

I can appreciate 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.

I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations others have of me.

**Reflective learners**

Assess themselves and others, identifying opportunities and achievements

**VOCABULARY**

Race, religion, culture, ability or disability, gender, age, sexual orientation, beliefs, expectations, assumptions, stereotypes.

**RESOURCES**

- 'Identity Cards'
- 'True Identities' answer sheet (teacher copy)

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

The purpose of this activity is to encourage the habit of questioning the assumptions we make about people when we hear a brief description. It involves withholding information from students until later in the lesson in order to allow them to express their existing attitudes and assumptions about people. Be ready to praise any student who unravels the secret before you explain it.

Ask students to work in pairs and distribute the 'identity cards', one set per pair. Ask students to look through the cards and ask them to consider who they would rather spend an evening with and why?

**Core Activity**

Then ask students to create the following pairings with the cards:

A/F; G/B; H/C; D/I; J/E

Ask each student to pick one of the pairings and work independently to imagine a conversation between the two people on their cards. For example, what might a 13-year-old girl say to a soldier? What questions might each ask so they can find out about each other's lives? Ask students to write down their imagined conversations and invite them to share these with the rest of the class.

Next, ask students to expand the information given to them on the cards to create an imaginary list of each person's characteristics - their likes and dislikes, their personality, their physical appearance, their attitudes and behaviour. They may find it helpful to imagine they are making notes for a character in a novel. Ask students to compare the two lists and be prepared to talk about the differences.

When students have completed the task reveal the ruse: both halves of each pairing refer to the same person! Go through each pairing explaining who is who.

Invite students to consider and discuss the following: What did they learn about their assumptions about other people? How do they think others see them? Have other people's assumptions about them always been fair or accurate? What are some of the negative effects of stereotypes? Are all stereotypes bad?

**Plenary**

As in lesson one, students are asked to think about the key message for them from this lesson and to write it onto a slip of paper to then attach it to the growing class chain that can be displayed in the classroom for easy reference. The ideas from this will then be used as a stimulus for the final task which is to create a poster, song or poem.

**KEY QUESTIONS**

- What are stereotypes?
- What are your experiences of stereotyping?
- What are some effects of stereotypes?

**AFL**

Use sufficient Wait Time to encourage students to share ideas and ask questions of their own during class discussions.

**DIFFERENTIATION**

The 'Identity Cards' may be enlarged. Symbols or illustrations may be added to the cards.

**CROSS CURRICULAR OPPORTUNITIES**

Students should be encouraged to make the links with learning in other subjects, including Humanities, English and MFL.

**NOTES**

This lesson is based on an original lesson outline from British Red Cross education website, adapted by A Hinchliffe, 2007.

**A**

**a celebrity millionaire footballer**

**F**

**a fundraiser for a children's charity**

**G**

**an active member of the British Islamic community and founder of the Muslim School in London**

**B**

**an award-winning singer/songwriter who shared the stage with Bono, Beyonce and Eurythmics**

**H**

**a 13 year old girl**

**C**

**a soldier fighting in a rebel army**

**D**

**an expert economist, recently elected president of an African country**

**I**

**a 68 year old grandmother**

**J**

**a woman who was born with spina bifida (a severe disability)**

**E**

**an elite athlete with a string of world records and olympic golds**

## **A and F**

**David Beckham has been a supporter of UNICEF for many years. In January 2005 he became a Goodwill Ambassador with a special focus on UNICEF's Sports for Development programme.**

## **C and H**

**Accurate figures on child soldiers are not available - but tens of thousands of teenagers, including girls, have fought in conflicts around the globe.**

## **B and G**

**Yusuf Islam was recently voted Songwriter of the year. He performed at the Nelson Mandela tribute concert and last year dueted on a recording with Ronan Keating. He was known as Cat Stevens until he converted to Islam in 1977 when he became an active British Muslim.**

## **D and I**

**Ellen Johnson-Sirleaf became Liberia's president in 2006, making her Africa's first elected female leader. She is a former World Bank economist.**

## **E and J**

**Tanni Grey-Thompson was born with spina bifida. She is a highly successful wheelchair athlete, who has won 14 medals, nine of which are gold, countless European titles, six London Marathons and has over 30 world records.**

**THEME:** Diversity: Left Out!

**LEARNING INTENTION/’I’**

I value differences between people and can demonstrate empathy and a willingness to learn about people different from myself.

I can see the world from other people’s points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.

I can recognise when others are being excluded and how I might help to change the situation so they are included.

**Independent enquirers**

Explore issues, events or problems from different perspectives

**VOCABULARY**

Empathy, inclusion, exclusion, belonging, mobility-impaired, disability/ disabled.

**RESOURCES**

- ‘The birdie suit’ SEAL resource sheet 2.9
- ‘Interior design’ worksheet
- Peer assessment sheet

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

**Understanding others’ feelings and making good those things we regret going.**

Begin by telling student that today’s lesson will be about ‘empathy’ or understanding how other people are feeling.

Read Part 1 of the story from ‘The Birdie Suit’ SEAL resource sheet. Use the following questions to prompt thinking and class discussion:

What might have caused a different outcome?

How would the boy in the story feel?

Have they ever had a similar experience, in which they had done something which was difficult or impossible to reverse or correct?

Some students might be able to explain that the boy acted impulsively and he should have stopped and thought first.

Then read part 2 of the story. Use the following questions to prompt thinking and discussion:

How would Ronnie have felt when his friend told the other boys what had happened in primary school?

What should the boy telling the story have done as soon as he realised ‘the enormity’ of his mistake?

How did he and his friends treat Ronnie after this?

How would this have affected Ronnie and the relationships in the group? What would you have done and why?

### Core Activity

Building on the concept of being 'left out' or exclusion in the 'Birdie suit' story, ask students to brainstorm reasons why people may be excluded from friendship groups in school. E.g. Because they can't do something ( sport, reading, speak the language), because they don't have something (not the right trainers, good hearing, a mum or dad) or because they are different (size, clothes they wear, disability, race, where/how they live).

Make the point that everyone feels excluded from a group at some point or another so most of us know how that feels.

Applying empathy to an assessment of physical disability and needs

Introduce the concepts 'inclusion' and 'exclusion'. Explain that Ronnie would have felt very excluded or left out of the group and that this would have been a painful feeling or emotion. Ask students to consider times they have felt excluded and how else this made them feel.

Explain to students that in this part of the lesson they are going to think about what school life might be like for someone who is mobility-impaired and needs to be in a wheelchair. (Tell students that this is sometimes referred to as a 'disability' or the person as being 'disabled') Explain that they are going to think of ways to improve parts for a school building to make it more accessible to people in wheelchairs so they can be fully included in school life.

Hand out the 'Interior design' worksheet and go through the task. Hand out the peer assessment sheet so that students are aware of the criteria against which they will be assessed in the Plenary.

Advise students that they should consider the following:

- Ramp access?
- Desks at the appropriate height?
- Computers at an appropriate height?
- Wheelchair access to room?
- Doors easy to open and easily identifiable?
- Unaided wheelchair access to all classroom areas?

Students complete the task.

Students explain their ideas to a partner and the partner uses the assessment sheet to peer assess the work.

### Plenary

Ask the students to think about how they ensure that no-one feels left out within this class group?

Share thoughts and ideas.

As in lesson one, students are asked to think about the key message for them from this lesson and to write it onto a slip of paper to then attach to the class chain. The ideas from this will then be used as a stimulus for the final task which is to create a poster, song or poem.

### KEY QUESTIONS

What is empathy and why is it important?

What is inclusion and why is it important?

What can be done to ensure inclusion?

### AFL

Peer assessment activity in the Plenary.

### DIFFERENTIATION

Students may work collaboratively in pairs or small groups to complete the main task.

Students may use cuttings from catalogues to help them design their classrooms.

### CROSS CURRICULAR OPPORTUNITIES

The focus on empathy and inclusion will contribute to whole school approaches to promoting positive behaviour, attendance, tolerance and social cohesion.

The peer assessment activity in the Plenary will support AFL across the curriculum.

**NOTES**

Be sensitive to the delivery of this lesson especially if there are children with disabilities in the class.

The wheelchair can be adapted for another disability e.g. loss of sight, hearing etc

Students might devise a class 'Inclusion Promise' to display in the classroom, which should list what students will do to make everyone feels included. This can be linked to their 'Class Charter' from the 'Being Me' module.



*Resource sheet 2.9 The Birdie Suit***Part 1**

When I was six or seven mum and I set off to pick up a cat from a farm in the country about 12 miles from home. We'd seen an advert in the paper and I eventually persuaded Dad that although he wouldn't let us have a dog, he would let us have a cat. You can imagine my excitement as we set off. Soon I would have a cat, a friend – someone for me to look after. I had already decided that I would call him Humphrey. When we arrived at the farm Humphrey was ready in a cardboard box punctured with holes. Mum picked up the box and I ran to the car and sat waiting on the back seat. She placed Humphrey in his box beside me. She told me not to open the box until we got home. The car started and we bumped down the long drive. My heart was beating so fast it seemed to be bursting with longing. I wanted to see Humphrey – to meet my new friend.

The box was still and quiet. Was Humphrey really there? Was he OK? I tried to peep in one of the holes but all I could see was a still, black shape. He was so still, what harm could there be if I opened the box and stroked him? As I opened the lid Humphrey exploded out of the box. He sped up and over everything in the car and positioned himself, back-arched and spitting, his back pressed against the windscreen. Mum reached forward and Humphrey leapt into the air. This time he seemed to be flying rather than running. Mum swerved to a halt, just in time to see Humphrey discover the open window and disappear across the fields.

I have never forgotten the moment when Humphrey emerged in all his furious glory, never to be put back in the box.

**Part 2**

That image returned to me several years later as Ronnie and I stood with our new friends in our form room. We must have been at the new school for a couple of months. We were having a laugh and sharing some of the silly things we had done at primary school. We laughed loudly but most of the stories were hardly funny.

Everyone looked at me as I started, 'Ronnie, do you remember the Birdie Suit in reception. We all wanted to have a go with it. Remember when it was your go and Miss Thomas didn't let you go to the toilet and you wet yourself in the Birdie Suit and she smacked you and you cried'.

As soon as those words were out I realised the enormity of what I had done. I looked at Ronnie, his face went white then red and I could see the beginning of tears in his eyes. Then in a flash his mouth opened and he let out a shallow laugh. It was just like when I opened Humphrey's box. Once my words were out there was no going back. As if in turns, the other boys smiled, but we were no longer a group. It was them and Ronnie, and I stood silent in the middle wondering which way to turn.

**Part 3**

Nobody hurt Ronnie; we just left him out. Sometimes we tweeted when he walked past or hummed the 'Birdie song'. At Easter all the boys in the class put a small round chick on their desk. That is, all the boys except Ronnie.

## **Activity - Interior Designer**

The school has recently introduced an Inclusive Learning Policy. This means that all young people, regardless of any disability, have a right to learn there.

As a student at the school, you have been asked to submit your ideas to redesign one of the classrooms, to ensure they are in line with the Inclusive Learning Policy as they are not currently very 'wheelchair friendly'.

1. Draw a plan for the classroom as it is, based on the notes about the classroom layout.
2. Label all the problems.
3. Add other problems that the school buildings have.
4. Now redraw your design of the room. It must be wheelchair-accessible and hold up to 30 students in total.
5. Label the changes you have made. You may like to use a colour-coding key, to make your ideas clearer.
6. Explain your changes.

**Extension Activity:**

**Write an evaluation justifying your decisions and the alterations you have made.**

## Activity - Interior Designer

### Notes on classroom layout:

- The classroom is accessible from the playground and corridor but there are four steps leading to each door.
- Double desks are arranged in rows in the class. There are limited spaces between aisles.
- The computers are situated in the corner of the classroom and are not easily accessible.
- The bookshelf runs from the floor to the ceiling. Several shelves are too high for someone in a wheelchair to reach.
- The teacher's desk and chair are situated on a raised platform 30cm in height.

Overall, the classroom is cluttered and is not inviting to any learner, least of all those in wheelchairs.

# Diversity - Left Out! Peer Assessment Sheet

Name of Student . . . . .

Name of Assessor . . . . .

Question	YES	NO
1. Is the access to the classroom level or is there a permanent ramp?		
2. Are the desks at an appropriate height?		
3. Are the computers at an appropriate height?		
4. Are the main entry doors wide enough for easy wheelchair access?		
5. Are the doors easy to open and are they easily identifiable?		
6. Can a wheelchair user enter the classroom unaided?		
7. Once inside the classroom can a wheelchair user get to use all classroom areas unaided?		

Write down TWO features of the classroom design that you liked and ONE suggestion for an improvement.


**THEME:** Diversity: Disability Discrimination Act

**LEARNING INTENTION/'I'**

I value differences between people and can demonstrate empathy and a willingness to learn about people different from myself.

I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.

I understand the meaning of discrimination in relation to disability and employment

**Independent enquirers**

Consider the influences or circumstances, beliefs and feelings on decisions and events

**VOCABULARY**

Qualities, skills, physical attributes, disability, discrimination.

**RESOURCES**

- 'Snowball activity' worksheet
- 'Disabled TV presenter' Times on-line news article
- 'Disability Discrimination Act' PowerPoint presentation
- 'Other people's views. De Bono's Thinking Hats.' PowerPoint presentation
- Clip of a children's programme eg. Blue Peter

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Show a clip of a current children's programme that shows a presenter explaining something to their audience.

eg. Blue Peter

Ask students who their favourite children's TV presenter is/was.

Then begin to explore the qualities and skills needed for presenting children's television.

Introduce the 'Snowball activity' worksheet and outline the task as follows:

1. Students list all the qualities and skills needed for the role of a children's television presenter.
2. In pairs, students look at each other's notes to find any they do not have.
3. Pairs combine into fours, and repeat the process.
4. The teacher hears feedback from each group of four on what qualities and skills they have.
5. The teacher draws out whether physical attributes or characteristics (e.g. able bodies) were included in students' lists.

Ensure that students understand the terms 'qualities', 'skills' and 'physical attributes'

**Core Activity**

**Understanding the issues around disability discrimination through a recent case study**

Read the news article regarding the new female presenter on CBeebies and illicit students' initial reactions to this story. Use the following questions as prompts for discussion:

What do they think about this case and why?

Can they identify how the different people involved are feeling?

How do they feel towards the people involved?

Can they explain their feelings?

Then go through the main points in the 'Disability Discrimination Act' PowerPoint presentation regarding rights of employment. Ensure that students understand the terms 'disability' and 'discrimination'. Ask students to consider how this information supports the viewpoint of the television presenter.

Ask students to form small groups to discuss this case. Explain to students that, in order to cover a range of views in their discussion, they will each need to adopt a different way of thinking, or in De Bono's words, put on a particular 'Thinking Hat'. Guide students through the 'Other people's views' PowerPoint slides which introduces De Bono's 'Thinking Hats'. Students should ensure that someone in the group is wearing the red 'Thinking Hat' as this will help to demonstrate the emotions of the parents involved in the debate.

Ask students to write individual letters/email on this issue. Students can choose to write directly to Cerrie or to one of the complaining parents or to the Director of CBeebies. In their letter/email students need to explain their thinking as to why they agree or disagree with Cerrie presenting bedtime hour.

**Plenary**

Students volunteer to share/read out their letters/emails. Does the class feel strongly enough to send these emails to the BBC. If so, can they find out how to do this.

As in lesson one, students are asked to think about the key message for them from this lesson and to write it onto a slip of paper to then attach to the class chain. The ideas from this will then be used as a stimulus for the final task which is to create a poster, song or poem.

**KEY QUESTIONS**

Do you think that Cerrie Burnell has the qualities and skills to be a children's television presenter?

Do you think the parents that complained are discriminating against Cerrie Burnell?

What 'Thinking Hat' would De Bono say these parents are wearing when they are complaining about Cerrie Burnell's appearance on children's television?

**AFL**

The snowball activity requires students to build up their knowledge and understanding through comparing and contrasting their work with that of their peers, thereby creating an opportunity for informal peer assessment.

**DIFFERENTIATION**

A 'thinking hat' script sheet may be produced to support some students during the small group discussion. E.g. What someone wearing a 'blue' hat might say about this case.

**CROSS CURRICULAR OPPORTUNITIES**

The emphasis throughout the lesson on questioning and dialogue will support the development of speaking & listening skills across the curriculum and in particular in English, Drama and Humanities.

**NOTES**

Be aware of, and be sensitive to the needs of, any young carers in the class who may be looking after a disabled relative.

# Snowball Activity

**Task: Make a list of the qualities and attributes needed to be a children's television presenter.**

1 minute: list as many qualities and attributes as you can under the 'Me' column.

2 minutes: share this in pair and add any to your list that you did not already have in the 'Pair' column.

4 minutes: share with another pair and add any qualities and attributes to the list that you did not already have in the 'Group' column.

3 minutes: Share with the class.

Me	Pair	Group

Source: Time online accessed February 28, 2009

(<http://www.timesonline.co.uk/tol/news/uk/education/article5818255.ece>)

## Disabled TV presenter Cerrie Burnell: 'Children can learn from me'

By Lucy Bannerman

"Hello." The slim, blonde presenter smiles towards the camera as her squeaky-clean colleague explains, as only children's presenters can, that today "we're making different shapes from clay".

It is *Bedtime Hour* at the CBeebies studio and the wholesome pair are sitting on set, among the teddy bears and storybooks, moulding colourful shapes to amuse their young viewers.

There is only one slight difference: one sleeve of the girl's cardigan is pushed up to reveal a stump where her lower right arm should be. To the horror of a few, anxious parents, Cerrie Burnell is showing children how to make Plasticine flowers with one hand.



Is disability the last taboo on television? The nine official complaints to the BBC, provoked by the sight of a one-armed woman speaking to under-sixes from the television set suggest that even in this supposed age of equal opportunity, there remains a hardcore resistance to confront the issue.

In the month since Burnell first appeared on screen, other parents have rushed to internet chat rooms to share their concerns. One father explained that he didn't want his children watching because "I know it would have played on my eldest daughter's mind and possibly caused sleep problems".

The conspicuous absence of a hand on the *Discover and Do* slot of a kid's TV programme, they argued, was forcing them to discuss disability before their children were ready.



## Section 2:

“I knew it would be controversial, but I didn't expect it would escalate into this kind of chaos,” Burnell told *The Times* during a break from recording at Teddington Studios, southwest London. “That this has happened at all is really just a sign that we need to have more disabled people on telly.”

A single, working mother to a five-month-old daughter, Burnell, 29, says she did not think twice about pursuing a television career. It was only after graduating from drama school in Manchester that she was advised to wear a prosthetic limb.

“I was told I probably wouldn't work if I didn't.” She refused. She spent the next seven years working as an actor. Had there been any pressure to wear a prosthesis during auditions, she says, “I would have just walked away.”

In January, Burnell and her colleague Alex Winters were chosen from 1,000 applicants to replace two presenters on the children's channel.

Was she hurt by the complaints? “No. That kind of discrimination disabled people fight every day in all areas of their life. If anything, I'm glad that people have been made aware that these attitudes exist.

“I would never tell anyone how to talk to their children, or how to be a parent. I think that's a very personal thing. But what I would say is that having a disabled person on a channel like CBeebies presents an intimate opportunity to discuss disability with their children in the security of their own home, rather than, say, on the bus, when the kid shouts ‘What's wrong with that man?’.”

In Britain, about 60 children a year are born with an upper-limb deficiency. Apart from Burnell and Kim Tserkezie, a wheelchair-using actress in the popular BBC Scotland children's series *Balamory*, disability is rarely seen on children's television.

Ade Adepitan, the wheelchair basketball player known for his stunts on BBC links, and also a former CBeebies presenter, said that the complaints made against Burnell were laughable.

“If these people stop and think sensibly about what they are really saying, they will realise it is absolutely ridiculous,” he said. “When you consider all the ills in this world, the violence, the child abuse, the Aids pandemic, the millions starving in the developing world, do they really believe it is a TV presenter who is going to scare their child?”

# Diversity - Disability Discrimination Act



## Disability Discrimination Act



Information source: Directgov



## What does disabled mean?

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.



## Everyday life

The DDA gives disabled people important rights not to be discriminated against:

- in accessing everyday goods and services like shops, cafes, banks, cinemas and places of worship
- in buying or renting land or property
- in accessing or becoming a member of a larger private club
- in accessing the functions of public bodies, like the issuing of licenses for example

## Employment

Under the DDA, it is unlawful for employers to discriminate against disabled people for a reason related to their disability, in all aspects of employment, unless this can be justified. The Act covers things like:

- application forms
- interview arrangements
- proficiency tests
- job offers
- terms of employment
- promotion, transfer or training opportunities
- work-related benefits such as access to recreation or refreshment facilities
- dismissal or redundancy

## Disability Discrimination Act

Also covers:

- Health
- Education
- Mental health
- Motoring
- Transport



## Activity.

- Read section 2 of the news article
- In small groups use the De Bono thinking hats that were introduced earlier in the module and consider the view points of:
  - The presenter
  - Parents

# Diversity - Disability Discrimination Act

## Key Questions

Do you think that Cerrie Burnell has the qualities and attributes to be a children's television presenter?

Do you think the parents that complained are discriminating against Cerrie Burnell?

# Diversity - Other People's Views

## OPV - Other People's Views

### De Bono's Thinking Hats

## De Bono Hats



intuition,  
hunches, &  
feelings



information  
available &  
needed, facts  
and data



benefits,  
value &  
positive  
aspects



alternatives &  
creative ideas



caution,  
difficulties,  
risks &  
weaknesses



managing the  
thinking,  
focus,  
summary



The White Hat calls for information known or needed. "The facts, just the facts."



The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit



The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.



The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.



The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.



The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.

**THEME:** Diversity: Sex Discrimination and Beyond

**LEARNING INTENTION/'I'**

I can challenge prejudice and discrimination assertively.

I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences.

I understand that discrimination can take different forms and that it has negative effects on people's lives.



**VOCABULARY**

Discrimination, stereotypes, prejudice, sexism, challenge, assertive, aggressive.

**RESOURCES**

- 'KWL' Handout
- 'Job types' information sheet (Teacher copy)
- 'Trouble at the surgery' scenario sheet (Teacher copy)
- 'Sex Discrimination Act' PowerPoint presentation

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Introduce the 'Yes/No' game. Students are given a job card. Then in pairs they guess each other's job by asking questions to which the job holder can only answer yes or no. Once all the jobs have been guessed students place themselves in the section of the room labelled female or male according to whether the job on their card is a typically female or male job! Each group reads out its job cards and students have the opportunity to challenge or discuss how whether that job has been stereotyped. Teacher reinforces the message that both genders can and do do all of these jobs.

**Core Activity**

Read the 'Trouble at the surgery' scenario sheet to students and ask them to answer the questions at the end. Challenge students stereotyping.

Then display the 'Sex Discrimination Act' PowerPoint presentation and talk through main points. Ensure that students understand the terms 'stereotypes', 'prejudice' and 'discrimination' and the similarities and differences between them. Explain to students that there are a number of laws to protect us against discrimination, including sex discrimination, as well as a number of ways in which we can all try to stop discrimination ourselves.

Ask students to consider other forms of discrimination they know about locally and nationally eg. Race, religion, culture, ability or disability, age and sexual orientation. In groups discuss:

- 1) What causes discrimination?
- 2) What can be done to stop discrimination?

**Plenary**

Each group feeds back two key points from their discussion.

As in previous lessons, students are asked to think about the key message for them from this lesson and to write it onto a slip of paper to then attach to the class chain. The ideas from this will then be used as a stimulus for the final task which is to create a poster, song or poem.

**KEY QUESTIONS**

What is meant by discrimination, stereotype and prejudice and how are these similar and different?  
 What is sex discrimination? What other types of discrimination are there?  
 How can discrimination be challenged and why is it important to do so?

**AFL**

The 'KWL' grid offers the opportunity for students to identify what they already know, want to know and have learned, thereby encouraging a personalised approach to learning.

**DIFFERENTIATION**

The 'Trouble at the surgery' worksheet may be enlarged and/ or simplified. The answers may be printed and cut into strips for student to match to the questions.

**CROSS CURRICULAR OPPORTUNITIES**

The 'KWL' grid can be adapted and used in all subjects to encourage a personalised approach to learning.

**NOTES**

Sections of this lesson are taken from Samaritans' 'Challenging Discrimination' resource which can be found at the following link: [www.samaritans.org/pdf/C2ChallengingDiscri.pdf](http://www.samaritans.org/pdf/C2ChallengingDiscri.pdf)

Subject	Know already	Want to know	Have Learned
The meaning of sex discrimination			
Different examples of sex discrimination			
What the Sex Discrimination Act says			
Ways of challenging sex discrimination			
Other types of discrimination			
The meaning of 'stereotypes'			
The meaning of 'prejudice'			
The meaning of 'assertive'			
The meaning of 'aggressive'			

## Diversity - Job Types

Typically female jobs	Typically Male jobs
<b>Ballet Dancer</b>	<b>Builder</b>
<b>Florist</b>	<b>Scientist</b>
<b>Hairdresser</b>	<b>Firefighter</b>
<b>Nursery Teacher</b>	<b>Soldier</b>
<b>Secretary</b>	<b>Boxer</b>
<b>Cleaner</b>	<b>Bus Driver</b>
<b>Midwife</b>	<b>Footballer</b>
<b>Factory Worker</b>	<b>Airline Pilot</b>
<b>Social Worker</b>	<b>Politician</b>
<b>Fashion Editor</b>	<b>Dustman</b>



Source: <http://www.samaritans.org/pdf/C2ChallengingDiscr.pdf>

Scenario

### **Story – Trouble at the surgery**

Read out the following story slowly. Read it again if necessary. Students have to try to work out what is happening. The idea is to challenge some of the students' assumptions about people. Assumptions can lead to discrimination. E.g. the woman who ran in was a doctor – sometimes people make assumptions about male/female work roles.

**The highly experienced and well-respected doctor had left the surgery an hour before, when it happened. The assistant, who had been working at the surgery only 2 weeks, was filing away the last of the registration forms when a middle aged man clutching a brown leather bag rushed in. "Help me!" he said, before collapsing on the floor, breathing heavily.**

**The assistant, who was only 21 and had no first aid training, rushed over to the man and started going through his bag. "Leave it," he cried, "there's nothing in there!"**

**Just then a woman ran in. She took one look at the man and ran into one of the back rooms.**

**The assistant, having seen the woman, grabbed the man's mobile and ran outside. At that moment two strangers walked in to the surgery. They looked puzzled at the assistant running past them. Then they spotted the man sitting on the floor. One of the strangers ran into the back room. The other reached into his pocket and offered the man something, which the man accepted.**

**At that moment the doctor came back in, helped the man collect his bag and waved him goodbye, thanked the strangers, and told the assistant to cancel the ambulance.**

### **Ask:**

1. What is going on here?
2. What did the doctor look like in your head?
3. What did the assistant look like in your head?

When doing this exercise many people assume the doctor is a man and the assistant is a woman.

This is an example of people stereotyping without meaning to.

**Answer:**

The man was having an asthma attack. The assistant started to try to find his inhaler but it wasn't in his bag. The woman who ran in was the doctor returning from lunch. When she saw the man was having an asthma attack she ran to the back room to get another inhaler. Knowing that the doctor had things under control, the assistant then took the man's phone outside to call an ambulance. The two strangers walking in were patients, when they saw the man, sitting alone, struggling to breathe, one of them offered his own inhaler while the other one ran to the back room to find a doctor. The doctor came back into the room, saw the man was now breathing normally, thanked the strangers, waved the man home and told the assistant to cancel the ambulance.

If you have time you could continue the theme of assumptions by taking a range of jobs and asking students to guess what kind of person would do that job. E.g. Lorry driver, dentist, brick-layer, taxi-driver, professor, hairdresser, footballer, judge, lawyer, bank manager, plumber, ballet dancer, film star, model, stunt-man. Our stereotypes and assumptions about people can be based on very superficial information such as what they look like, how they talk, or what job they do. Discrimination can easily take place as a result of these assumptions, so we need to be careful not to 'label' people.

# Diversity - Sex Discrimination Act

## Sex Discrimination Act

Information source: Directgov

## What is Sex Discrimination?

Discrimination can be direct, indirect, deliberate or accidental. If you are discriminated against at work because of your sex, marital status or gender, it is unlawful and your employer should stop the discrimination.

## What does the Act cover?

Sex discrimination laws cover almost all workers (men and women) and all types of organisations in the UK. It covers:

- recruitment
- employment terms and conditions
- pay and benefits
- status
- training
- promotion and transfer opportunities
- redundancy
- dismissal

## Are there any exceptions?

In some cases, a job can be offered to someone of a particular sex, because of what is called a 'genuine occupational qualification'. Examples could include:

- some jobs in single-sex schools
- jobs in some welfare services
- acting jobs that need a man or a woman

**THEME:** Diversity Assessment

**LEARNING INTENTION/'I'**

I can challenge prejudice and discrimination assertively

I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences.



**VOCABULARY**

All vocabulary in this unit.

**RESOURCES**

- 'Peer-assessment' worksheet

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Play the song - Michael Jackson - 'Man in the Mirror' and display the lyrics. Ask the students what is the key message that is being presented through this song and how does it relate to the work we have been doing on stereotyping, prejudice and discrimination.

**Core Activity**

Students are then asked to choose the aspect of discrimination that they feel most strongly about and then give them the opportunity to express their opinions and feelings about it by either:

- creating a poster
- writing new lyrics to a song they already know.
- Write a haiku poem

Students can refer back to the class key messages chain to highlight their core ideas.

**Plenary**

**In pairs students peer-assess their work based on shared success criteria (see sheet)**

Students completed work may be displayed in the classroom or hall.

**KEY QUESTIONS**

How do I feel about discrimination locally and nationally?  
 Do I hold any prejudices?  
 Do I have any stereotyping ideas that may hold me back or influence my choices, relationships or interactions?

**AFL**

The Core Activity is based on shared success criteria and peer-assessment.

**DIFFERENTIATION**

The 'Peer-assessment' worksheets may be enlarged and/or simplified.

**CROSS CURRICULAR OPPORTUNITIES**

- Art
- ICT
- Music
- RE
- Literacy

**NOTES**

Be sensitive to any students who may have experienced prejudice or discrimination.

# Discrimination Task Peer Assessment Sheet

**Name of Student . . . . .**

**Name of Assessor . . . . .**

Criteria: Content	Comment
There is a title which clearly shows which topic it is.	
The information includes a range of relevant concepts and interesting facts E.g. Diversity, discrimination, what the Law says, etc.	
The information reveals key issues. E.g. How discrimination can be challenged, what Parliamentary Acts try to achieve, etc.	
The content is inclusive and non-offensive (i.e. It encourages a sense of belonging and doesn't use inappropriate language or images)	
Personal opinions and feelings about the issue are clearly expressed.	

# KALEIDOSCOPE

KS3

## Certificate of Achievement

### Diversity Year 7

\_\_\_\_\_

has successfully completed the  
programme of study on Diversity

\_\_\_\_\_

signed

\_\_\_\_\_

date



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students

Photocopy/print, then cut here



## Diversity Resources

Stereotyping; Disability and Sex Discrimination; Fair Trade; Racism; Equal Opportunities

Organisation	Contact Details	Resource
<b>Association for Citizenship Teaching</b>	<a href="http://www.teachingcitizenship.org.uk">www.teachingcitizenship.org.uk</a>	Knowledge, skills and resources from the professional subject association for those involved in citizenship education.
<b>Children's Legal Centre</b>	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a> Phone: 0845 345 4345 Monday to Friday 9.30am-5pm	Independent charity providing legal advice, information and legal representation for children and young people.
<b>Citizenship Foundation</b>	<a href="http://www.citizenshipfoundation.org.uk">www.citizenshipfoundation.org.uk</a>	Website of independent charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society.
<b>Channel 4 PHSE resources</b>	<a href="http://www.channel4.com/learning">www.channel4.com/learning</a> <a href="http://www.4learningshop.co.uk/C4Shop">www.4learningshop.co.uk/C4Shop</a>	Educational DVDs and CD-Roms.
<b>4 Children (formerly Kids Club Network)</b>	<a href="http://www.4children.org.uk">www.4children.org.uk</a>	Publications on participation, bullying.
<b>Direct.gov</b>	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Direct.gov provides information from across UK government departments including disability and sex discrimination act and equal opportunities.
<b>Equality and Human Rights Commission</b>	<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>	Statutory body with responsibility to protect, enforce and promote equality across the seven "protected" grounds - age, disability, gender, race, religion and belief, sexual orientation and gender reassignment.
<b>Fair Trade Foundation</b>	<a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a>	Authorises fair trade marks and provides information.
<b>Festival Shop</b>	<a href="http://www.festivalshop.co.uk">www.festivalshop.co.uk</a>	Multifaith, multicultural and global resources including citizenship, self esteem, understanding each other, coping with difficulties/ solving problems.
<b>Little Book of Children's rights and responsibilities</b>	<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	Illustrated summary of the United Nations Convention on the Rights of the Child ideal for young people. Also available as a leaflet.
<b>Oxfam</b>	<a href="http://www.oxfam.org.uk/education">www.oxfam.org.uk/education</a>	Range of resources including fair trade, global citizenship.
<b>Participation for Schools</b>	<a href="http://www.participationforschools.org.uk">www.participationforschools.org.uk</a>	Offers teachers a comprehensive guide to participation in all aspects of school life, and provides free resources and case studies.

Organisation	Contact Details	Resource
<b>People First</b>	<a href="http://www.peoplefirstltd.com">www.peoplefirstltd.com</a> 020 7820 6655	Organisation run by and for people with learning difficulties to raise awareness of and campaign for the rights of people with learning difficulties and to support self advocacy groups across the country.
<b>PETA Foundation</b>	<a href="http://www.petaf.org.uk">www.petaf.org.uk</a>	The PETA Foundation is a registered charity committed to helping end animal suffering by providing all people - from legislators to children - with the information they need to make informed and compassionate choices.
<b>Rights of Women</b>	<a href="http://www.rightsofwomen.org.uk">www.rightsofwomen.org.uk</a> 020 7251 6577	A women's voluntary organisation informing, educating and empowering women concerning their legal rights.
<b>Save the Children</b>	<a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>	Education Unit promotes global child rights education in schools and youth groups. Teaching resources
<b>STANCE: resource for challenging homophobic bullying in schools</b>	<a href="http://www.stance.org.uk">www.stance.org.uk</a>	STANCE Against Homophobic Bullying is a resource pack which will help schools address homophobic bullying in a whole school approach. Includes staff training materials, information for pupils, curriculum resources and policy guidance.
<b>Teachernet</b>	<a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>	Links to resources, lesson plans.
<b>Unicef and Rights Respecting Schools</b>	<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	Education resources, young peoples website, children's rights, Rights Respecting Schools Award.

## Local Organisations

Organisation	Contact Details	Resource
<b>DEED - Development Education in Dorset</b>	<a href="http://www.deed.org.uk">www.deed.org.uk</a> 01202 739422	Resource centre, inset training, workshops in schools– aims to increase understanding of the economic, social, political and environmental forces that shape our lives, and to help develop our skills attitudes and values that enable people to work together to bring about change.
<b>Race Equality Council</b>	Pan Dorset <a href="http://www.dorsetrec.org.uk">www.dorsetrec.org.uk</a> 01202 553003 Wiltshire <a href="http://www.wiltrec.org.uk">www.wiltrec.org.uk</a>	Charity aims to eliminate racial discrimination and promote shared values of peace, responsibility and racial harmony.
<b>Unity in Vision</b>	<a href="http://www.unity-in-vision.org.uk">www.unity-in-vision.org.uk</a>	Based in Boscombe, Bournemouth. A group of people from various cultures aiming to bring diverse communities together, to help develop a healthy perspective of cultural differences, through education, and social programs.