

## Learning Objectives

- ✳ To reflect on the diversity of people in the world and the value this brings.
- ✳ To understand the terms direct and indirect discrimination.
- ✳ To reflect on their own experiences of discrimination and develop empathy skills.
- ✳ To actively challenge discrimination and celebrate diversity.

Total Time  
**45 mins**  
**+15 mins**  
extension  
activities

## Teacher's Notes

This is the second in a series of three lessons in citizenship on the theme of social inclusion and challenging discrimination. This lesson involves some discussion work so please remind students of the ground rules at the start.

## Resources

- ✳ Photocopies of Worksheet 1 – enough for each student.
- ✳ Photocopies of Worksheet 2 – enough for each student (if using this extension).

## Introduction

**Recap** the previous lesson on Identity, belonging and social inclusion, reminding students that they drew their identity profile, talked about belonging to groups and ways of making people feel welcome in the community. Today's lesson is about diversity and challenging discrimination.

**Ground rules:** In this lesson we will be covering some sensitive issues. You may be affected personally by one of the topics that we are discussing today, or you may know someone else who is. Please be respectful and thoughtful of others, and treat the subject responsibly. If you would like to talk to someone after the lesson, you can go to... (please either give the contact person in the school, for example a school counsellor, or an outside number, for example Samaritans).

Time  
**5 mins**



## Starter Exercise

The purpose of this exercise is to explore how we define our personal identity.

### EITHER

#### Small World

The purpose of this exercise is to highlight the enormous variation there is in the world.

**Handout:** Worksheet 1- Small World

**Explain:** An article called "Small World" by Charlie Bain originally appeared in the Daily Mail in 2001. The article is based on what the world would look like if we could shrink the Earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same.

**Discuss:** Were there any surprises in the article? How does it make you feel reading it? Highlight the diverse circumstances of people throughout the world and how it helps us to reflect on our own.

### OR

Time  
**5 mins**



**Same and different?**

The aim of this exercise is to demonstrate that even within a small group of relatively similar people, there is a huge amount of diversity.

**Explain:** This exercise is to see how much diversity there is in this class. Everyone is going to stand up. I will read a statement and you have to say if it is true or false for you. If your answer is 'true', stay standing. If your answer is false, sit down (if for any reason a member of the class can't stand up they should raise their hand instead).

**Read** these statements (or adapt for your class) and give students time to respond:

- ✿ I have lived in this area all my life
- ✿ I have three or more brothers or sisters
- ✿ I speak two languages fluently
- ✿ I have helped raise money for charity
- ✿ I believe in a religion
- ✿ I have never changed a baby's nappy
- ✿ I have never been to a funeral
- ✿ I have never been caught in a conflict zone
- ✿ I have had an operation
- ✿ I am a better listener than I am a talker
- ✿ I have been on TV, radio or in a newspaper.

**Discuss:** Were there any surprises? Reflect that there is a lot of difference, even within one class in one school but even people who are very different are likely to have some things in common. There are a huge variety of experiences people have. We sometimes judge people without realising what they have been through or what hidden skills and knowledge they may have.

Time  
5 mins**Core Activity****What is discrimination?**

The purpose of this activity is to explore the meaning of the term discrimination and for students to understand how it feels to be discriminated against. Students should look back at their identity profile from last lesson if possible.

**Ask:** What is discrimination? What types of discrimination have you come across?

**Explain:** Discrimination is about people being treated unfairly or excluded on the basis of race, religion, gender, disability or sexuality. First we are going to look at types of discrimination.

**Thought storm:** Last lesson we looked at which groups we were a member of and how it feels to be excluded from a group. How do you know people don't want you to be part of their group? List ideas on the board. Next, highlight that some of these actions are direct, and some are indirect (the action itself doesn't exclude anyone, but the circumstances it creates deliberately or non-deliberately stop certain groups taking part).

Examples of being directly excluded: People ignore you, you get bullied or harassed, people laugh at you or play jokes, people tell you to go away, people hassle your family.

Examples of being indirectly excluded: people don't let you know where they're going so you can't come.

People deliberately choose to do things which they know you can't afford or aren't allowed to do.

**Explain:** Discrimination works the same way. It is directly or indirectly treating people unfairly which excludes them from the community.

Time  
15 mins



**Read** the following examples and ask students to say whether or not this is discrimination, and if so what type?

- \* During the Apartheid Era, black South Africans were not allowed to go to the same schools as white South Africans. [Direct discrimination.]
- \* In Britain, women earn on average less than men for doing the same jobs. [Direct discrimination]
- \* Excluding people below a certain height from a fairground ride because you feel like it. [Direct discrimination.]
- \* Excluding people below a certain height from a fairground ride because it is not safe. [Not discrimination.]
- \* You're going for a non-physical job like office work, and the interview involves doing physical 'team building' tasks that exclude many older people and people with certain disabilities. [Indirect discrimination.]
- \* You're going for a physical job like the fire service, and the interview involves doing physical 'team building' tasks that exclude many older people and people with certain disabilities. [Not discrimination because it is a requirement of the job to be able to do physical work.]
- \* A university realises they have a very low number of people from ethnic minority groups studying there. They deliberately advertise more in minority communities and create an apprenticeship scheme with some scholarships just for students of minority groups. [This is an example of positive discrimination, explain this means that in order to make something fair, some people need additional support.]

**Reflect:** It is not always straight forward to know what is discrimination and what isn't. However, people like employers have a duty in law to ensure they are not discriminatory.

## Optional Extension Activities

### School anti-discrimination policies

The purpose of this exercise is to give students the opportunity to see how policy is used to try to combat discrimination. Choose a school or national policy you want them to discuss.

**Explain:** To try to tackle the problem of discrimination, there are national and local policies and to ensure people are treated fairly the school also has policies. In groups you will role play a year council meeting. In the meeting you will discuss the school policy on ..... [name of policy]. In the meeting one person is the chair, who makes sure everyone gets a chance to speak and keeps to time. Another person will be the secretary, who will take the notes. You will have just under 10 minutes and will be asked to feedback your recommendations to the school council (class) at the end.

**Handout:** copies of the policy you want groups to discuss and go through the main sections with them. Write the following questions on the board from them to consider:

- 1 Did they know that the policy exists?
- 2 Do they understand it?
- 3 How do they feel it applies to them?
- 4 Can they think of examples of when they have seen it working in practice?
- 5 Have they any recommendations for change?
- 6 Any other issues that they feel are relevant.

**Take feedback** from the chair and secretary of each group and discuss outcomes.

Giving students a voice to have a real say in what happens within the school, and a real opportunity to take part, is an important element of promoting emotional health and wellbeing amongst young people. It is therefore, important that the outcomes of this role play are fed through to the school council, or similar, if the school's system allows for this. If the school does not have a council, or similar, then the outcomes will need to be passed on to the relevant school staff for comment and action. It is equally important, in whichever situation, that students receive feedback, and are kept fully aware, of what action has been taken.

**15 mins  
each  
activity**



OR

**KWL Sheet**

Use this as a tool to give students more control over their own learning. It is a good way of activating prior knowledge and developing students' sense of progress. It allows students to see that the teacher does not dismiss work done previously, but values it, plans to build on it and develop it further.

If you want to use this as an extension then take 5 minutes at the start of the lesson to fill in the worksheet and take the remaining ten minutes towards the end of the lesson to discuss the issues they have raised.

**Explain:** The lesson today is about challenging discrimination, and it follows on from work you have already done. Fill in the boxes on the KWL work sheet with what you **(K)now** already / **(W)ant** to know. The last column is about what you have **(L)earned** and can be done at the end of the lesson. You will have 5 minutes to do this now and we will discuss the issues you raise later in the lesson.

**Discuss:** Later in the lesson, ask students to raise the questions they have. Either discuss them as a class or write them on the board and let them discuss these in small groups.

OR

**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.

Time  
15 minsTime  
15 mins



**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 breath, 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.

Eg. 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.

**What can be done about discrimination?**

The purpose of this exercise is to make students aware of protection against discrimination in the law and to think about what they can do to challenge it.

There are a number of laws to protect us against discrimination. Ask students which laws they are aware of e.g. Race Relations Act, Disability Discrimination Act, Human Rights Act, Sex Discrimination Act. Ask students which of these they are aware of.

**Explain:** You will now have a chance to think of ways to stop discrimination. In small groups discuss:

- a) what you could do next time you experience a situation of discrimination.
- b) what the community could do to stop discrimination.

Write your answers on the flipchart paper.

**Examples:**

- \* Educate people about mental health problems/different religions so there is less misunderstanding.
- \* Stand up to people who make racist or sexist comments.
- \* Take time to get to know someone and make them feel welcome, especially if they are different to you.
- \* Join a campaign for equal rights.

**Take feedback:** After 5 minutes ask groups to blutac their flipchart papers on the front wall and read out what they have come up with. Reflect that policies help but it is individuals who have the power to stop discrimination in every day life.

Time  
**10 mins**



**Summary**

- \* Closing discussion and feedback. Check students understand what the term 'discrimination' means.
- \* Ensure that they know where to go for help either in school or out of school if they want to talk further about any issues raised.

Time  
**5 mins**





# WORKSHEET

## Worksheet 1: Small world

If we could shrink the Earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look something like the following. There would be:

57 Asians

21 Europeans

14 people from the Western Hemisphere, both north and south

8 Africans

52 would be female

48 would be male

70 would be non-white

30 would be white

70 would be non-Christian

30 would be Christian

89 would be heterosexual

11 would be homosexual

6 people would possess 59% of the world's wealth and all 6 would be from the United States of America

80 would live in substantial housing

70 would be unable to read

50 would suffer from malnutrition

1 would be near death

1 would be near birth

1 would have a college education

From an original article by CharlieBain, Daily Mirror, 2001

# WORKSHEET

## Worksheet 2: KWL

In this lesson you will be thinking about the issue of DISCRIMINATION. On this sheet you have 3 rows, **K**nowledge, **W**ant to know, and **L**earned. To start with, spend 5-10 minutes writing about what you already know about discrimination in row 1, and what you would like to know in row 2. At the very end of the lesson, you will have a few minutes to fill in row 3 – what you have learned.

DISCRIMINATION	
1	THINGS I ALREADY KNOW ABOUT DISCRIMINATION
2	THINGS I WOULD LIKE TO KNOW ABOUT DISCRIMINATION
3	THINGS I HAVE LEARNED ABOUT DISCRIMINATION IN THIS LESSON