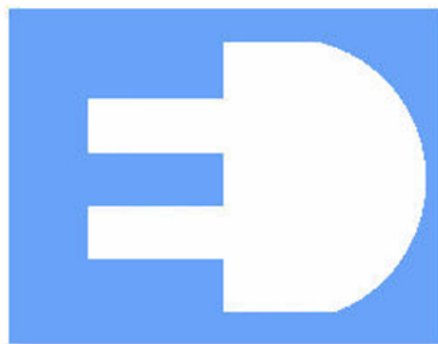


New learners Icebreakers

Inclusive learning

Equality, Diversity and Inclusion



Equality and Diversity UK

www.equalityanddiversity.co.uk

Activity	
Name:	Bingo
Anticipated timings:	The activity takes approximately 30-40 minutes
Equality strand:	RACE RELIGION GENDER SEXUAL ORIENTATION AGE DISABILITY
Potential use:	A good energising activity for general staff induction, anti-discriminatory training or learner introduction to discrimination Could be used as an ice-breaker Can be adapted to consider all or one specific equality strand
Purpose:	This activity highlights diversity issues and knowledge/information bias in a fun and participative manner

Learning Outcomes

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

- Give examples of areas where lack of experience or contact leads to ignorance about equality issues
- Recognise that is your skills and qualities that are important when making career choices, not your gender, race, religion or belief, age, disability or sexuality
- Identify role models

Resources:

- Appropriate Bingo handout, depending on the focus of the activity, for each participant

Method

1. Explain what the participants will get out of the activity using the learning outcomes given above.
2. Give out the Bingo 'card' and inform the participants that they are going to play (name the equality strand) Bingo. In order to 'win', participants have to complete two rows of their Bingo card. They can be horizontal, vertical or diagonal rows.

3. Explain the rules of the game. You complete the two rows of your Bingo by finding people within the group who can provide answers to the questions on the card.

This person must demonstrate that they know the answer before you can write their name in the box on your Bingo card.

You can only use each person once – you must have a different name in each box.

Once you have completed your two rows, you call out 'house'.

4. Start the game and allow it to continue until you have one or more 'winners' or the time is up.
5. Bring the group back together and identify the 'winner(s)'. Check the winning Bingo cards and ask some or all of the people named to demonstrate that they know the answer to 'their' question.
6. Go through the other items not featured in the winning rows and ask for volunteers who can provide answers to these questions. Provide 'clues' or suggestions where there are gaps in the participants' knowledge.
7. Draw out highlight issues of gender segregation in occupation and potentially where the extent of knowledge reflects stereotyping by gender, race etc.

For example, if using Gender Bingo, explore how many females knew how much a plumber earns and how many males knew the answer to the skills needed by an early years worker, and why this might be.

(Value participant's views but positively encourage them to challenge any preconceptions and discriminatory opinions).

8. Discuss the reasons behind variations in people's views and knowledge, drawing out the following influences:
 - Lack of contact with and experience of the issues concerned
 - Education
 - Upbringing
 - The media
 - Culture
 - Role models
9. Remind the participants about what they have learned using the learning outcomes given above.

Differentiation

- As a starter activity, present the participants with a copy of the Word search handout for the appropriate diversity strand and ask them to complete it.
- Provide dictionaries to allow the participants to look up the meanings of the words.
- Use the words to form the basis of a discussion, drawing out participants' views on the relevant diversity strand.
- Word searches can be custom-made free of charge at <http://www.teachers-direct.co.uk/resources/wordsearches/index.aspx>

Gender Bender

Knows someone who works in a non-traditional job role	Can name a female action hero	Can list five skills needed by a mechanic	Can list five skills needed by an early years worker
Can list four personal qualities needed by a farmer	Can name a sport where women and men can compete under the same terms	Can name a famous male who works in the fashion industry	Has a rough idea about how much a qualified plumber earns
Can name six famous women working in the sports industry	Can list six key skills required by a painter and decorator	Can name a famous male hairdresser	Can name three female MPs
Can name a male dancer	Can list four personal qualities needed by a nurse	Knows (as a percentage) how much less women earn than men	Knows what job the pop star Sting did before he was a singer

1. Find people know the things listed above.
2. Write the person's name in the appropriate square – you can only use each person once.
3. Complete 2 rows of four answers in any direction (horizontally, vertically or diagonally) before anyone else.
4. Bingo! You've won

Religion & Belief Bingo

Know someone who attends Friday prayers at the mosque	Has been to three different places of worship	Can name three Hindu gods	Can finish the phrase 'Sodom and G...'
Knows the language the Koran was first written in	Knows the names of the Christian Trinity	Can name the language Jesus spoke	Knows in which month Ramadan starts
Can name the four Christian gospels	Knows roughly what percentage of British people are Christian	Knows the five pillars of Islam	Has been to a synagogue
Can name the Archbishop of Canterbury	Knows where the Shinto religion comes from	Knows what a shalwar kameez is	Has met a Jehovah's Witness

1. Find people know the things listed above.
2. Write the person's name in the appropriate square – you can only use each person once.
3. Complete 2 rows of four answers in any direction (horizontally, vertically or diagonally) before anyone else.
4. Bingo! You've won

Religion & Culture Bingo

Can name five famous actors who are black	Knows the BME population of the UK at the last census	Can name four famous black novelists	Knows what the majority language of Indian is
Has been to a Sikh wedding	Knows who Stephen Lawrence is	Can name three Bollywood stars	Knows what the origin of the word bungalow is
Knows what the acronym BME means	Can name five famous BME politicians in the UK	Knows approximately when the first black person came to the UK	Knows what country the largest immigrant population in the UK comes from
Can name four Asian football players	Can say three words in Mandarin	Knows another language	Has been to Africa

1. Find people know the things listed above.
2. Write the person's name in the appropriate square – you can only use each person once.
3. Complete 2 rows of four answers in any direction (horizontally, vertically or diagonally) before anyone else.
4. Bingo! You've won

Disability Bingo

Knows someone who uses a wheelchair	Can name three famous actors who have a disability	Can name three politicians who have a disability	Can use sign language
Knows what disability President Roosevelt had	Knows someone with a learning disability	Knows what sport Tanni Grey-Thompson participated in	Can name three famous people who have dyslexia
Can name the inventor of Braille	Knows what the acronym DDA means	Can name a deaf composer	Knows someone who uses a communication board
Can name two pressure groups that campaign on disability issues	Can say where Great Britain came in the medal table in the last Paralympics	Knows what Access to work is	Can name three films where a main character has a disability

1. Find people know the things listed above.
2. Write the person's name in the appropriate square – you can only use each person once.
3. Complete 2 rows of four answers in any direction (horizontally, vertically or diagonally) before anyone else.
4. Bingo! You've won

Age Bingo

Knows someone who is working and over the age of 70	Can name four people aged 90 or more	Can name the oldest serving British Prime Minister	Can name three sportsmen/women who are over 50
Knows roughly how many years longer women live than men in the UK	Can name the country with the youngest population in the world	Has met a centenarian	Can name three actors who are under 16
Knows the age of the oldest person in the world	Knows what a silver surfer is	Knows what percentage of the British population is over 65	Can name the legal age at which you can own property in the UK
Can name two pressure groups that campaign on age issues	Knows someone who competes in a sport masters/veteran level	Knows how old you have to be before you are entitled to the full national minimum wage	Knows the age at which you must retire from work

1. Find people know the things listed above.
2. Write the person's name in the appropriate square – you can only use each person once.
3. Complete 2 rows of four answers in any direction (horizontally, vertically or diagonally) before anyone else.
4. Bingo! You've won

Sexual Orientation Bingo

Knows someone who is LGBT	Can name three famous actors who openly gay	Can name three openly gay politicians	Has a friend who is both homosexual and Christian
Can name the lover of Oscar Wilde	Can finish this book title 'Oranges are....'	Has met someone who has been the victim of bullying because of their sexuality	Knows when civil partnerships became legal in the UK
Has been to a civil partnership ceremony	Knows what the acronym LGBT means	Can name a famous homosexual musician	Knows the origin of the word GAY
Can name two pressure groups that campaign on LGB issues	Knows when homosexuality between men was decriminalised	Can name a film about a homosexual relationship	Knows when the MoD lifted its ban on homosexuality in the armed forces

1. Find people know the things listed above.
2. Write the person's name in the appropriate square – you can only use each person once.
3. Complete 2 rows of four answers in any direction (horizontally, vertically or diagonally) before anyone else.
4. Bingo! You've won

Activity	
Name:	Heterosexuality
Anticipated timings:	The activity takes approximately 45 minutes
Equality strand:	SEXUAL ORIENTATION SEXUALITY
Potential use:	With groups of any size as part of an ongoing exploration and discussion of attitudes and beliefs surrounding sexuality issues
Purpose:	This activity allows young people to begin the process of raising awareness and opens up areas for discussion.
<p>Learning Outcomes:</p> <p>Through taking part in this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Empathise with the prejudice experienced by gay and lesbian people regarding their sexual orientation • Recognise their own prejudices and whether these might unconsciously affect their behaviour <p>Resources</p> <ul style="list-style-type: none"> • Getting Personal handout for each participant <p>Method</p> <ol style="list-style-type: none"> 1. Without introducing the learning outcomes, give out the Getting Personal handout and ask participants what they think about someone asking them these questions. 2. Take feedback from the group and acknowledge the feelings, but observe that these are questions that gays and lesbians are asked all the time, and often by us. 3. Explain what the participants will get out of the activity using the learning outcomes given above. 4. Ask the participants to suggest why heterosexuals think it is acceptable to ask such questions of gay and lesbian people (or often think them but not ask), but not acceptable to be asked such questions themselves. 5. Explain that these questions reflect the homophobia in society in general and ask the participants to suggest reasons for this. Often religious beliefs will come into the discussion. It can be useful to point out, with regard to Christianity, that there are many practicing Christians who are gay or lesbian, and that there are priests and other church officials who are gay or lesbian. Christianity of itself has many views to offer with regard to sexuality. 6. Ask the participants to consider their own values. Point out that some people say that they don't agree with it but wouldn't discriminate against gays and lesbians. Discuss and debate whether or not we can be certain that our prejudices don't influence our behaviour. 	

7. Refer back to the Paradigm of Prejudice and Discrimination (Activity 6). Remind the participants that prejudices are made up of fear, suspicion, assumptions, stereotypes, values, partial information and misinformation. It is a life-long journey to address these.

In the meantime, how can we be sure that consciously or unconsciously they are not influencing what we do? (The discussion around these issues is very important. The understanding of how personal beliefs influence behaviour is important to establish).

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

Differentiation:

- For participants who display literacy difficulties, divide the group into pairs ensuring that each pair has at least one participant able to read fluently. Ask the participants to read through the Getting Personal handout and discuss how they feel about being asked such questions.
- Provide a hints sheet with topics to consider, for example:

How do you feel when you are asked such questions?

Do you mind answering the questions?

Do you think you should be asked questions like this?

Activity	
Name:	Physically Challenged
Anticipated timings:	The activity takes approximately 50 minutes
Equality strand:	DISABILITY
Potential use:	Can be used with groups of any size
Purpose:	This activity brings home to participants the problems encountered by people with visual impairments
<p>Learning Outcomes: Through taking part in this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Describe some of the difficulties people with physical impairments face in daily life • Suggest adjustments that could aid people with physical impairments in coping with day to day tasks <p>Key Terms: Physical impairment</p> <p>Resources:</p> <ul style="list-style-type: none"> • Baggy shirt with buttons, pair of socks and pair of sweatpants/tracksuit bottoms for each group • Chairs • Flipchart paper and pens for each group <p>Method</p> <ol style="list-style-type: none"> 1. Explain what the participants will get out of the activity using the learning outcomes given above. 2. Explain to the group that one easiest and often less challenging ways to learn about and appreciate physical impairment is to experience it 	

Activity	
Name:	Language & Culture Quiz
Anticipated timings:	The activity takes approximately 15-20 minutes
Equality strand:	RACE DISABILITY
Potential use:	For use with groups of any size in relation to general staff induction, anti-discrimination training (especially around race and culture) or learner introduction to discrimination
Purpose	This is a lively quiz to highlight diversity and in particular issues relating to language and communication.
Learning Outcomes:	
Through taking part in this activity, participants will be able to:	
<ul style="list-style-type: none"> • Explain how language can become a barrier to inclusion • Give examples of how language is constantly changing and how it is influenced by diverse cultures and dialects from across the world • Appreciate the numbers and diversity of languages spoken in the UK 	
Resources	
<ul style="list-style-type: none"> • Language & Culture Quiz handout for each group 	
Method	
<ol style="list-style-type: none"> 1. Explain what the participants will get out of the activity using the learning outcomes given above. 2. Explain that languages and the way in which individuals communicate is recognised both as a major factor in helping people to feel integrated and included but also as a area where people feel they are likely to be the victim of discrimination. The way we communicate is not just dependent upon the words that we use but also includes our non verbal communication. 3. Divide the participants into groups and give out the Language & Culture Quiz. Ask the participants to agree a group answer to each question and allow them to begin. 4. When the allotted time is up, go through each question in turn and take feedback from the groups, revealing the correct answer if appropriate. 	

The answers are:

1. True
2. True
3. True
4. False
5. False
6. True
7. True
8. True
9. True
10. True

5. Draw attention to the diversity of language, dialect and culture within the UK and facilitate discussion about the ways in which language can become a barrier to inclusion.

Highlight the degree to which language is constantly changing and how it is influenced by diverse cultures and dialects from across the world.

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

HANDOUT

Language & Culture Quiz

Look at each of the statements below and tick the appropriate box to show whether you think it is True or False.

1. The word 'nosh' originates from the Yiddish language

True False

2. British Sign Language (BSL) is a language in its own right

True False

3. British Sign Language has recognisable dialect, with differences in the signs used in different parts of the country

True False

4. You would associate a Geordie accent with Scotland

True False

5. You would associate a cockney accent with Manchester

True False

6. Welsh school children speak up to 98 different languages

True False

7. 300 or more different languages are spoken in London

True False

8. The word pyjamas originates from Hindi

True False

9. All of the words below have been borrowed from the Indian subcontinent:
anaconda, bangle, bungalow, jungle, loot, mango, cheetah, curry, cot

True False

10. It is estimated that there are 300 million native speakers of English, 300 million who use English as a second language and a further 100 million who use it as a foreign language

True False

Differentiation

Present the participants with the Language Quiz hand-out, a differentiated version of the Language and Culture Quiz hand-out.

HANDOUT

Language Quiz

- Look at each of the statements below.
- Decide whether you think it is true 😊 or false 😞
- Put a tick ✓ in the box to show what you think.

	True 😊	False 😞
1. The word 'nosh' originates from the Yiddish language		
2. British Sign Language (BSL) is a language in its own right		
3. British Sign Language has recognisable dialect, with differences in the signs used in different parts of the country		
4. You would associate a Geordie accent with Scotland		
5. You would associate a cockney accent with Manchester		
6. Welsh school children speak up to 98 different languages		
7. 300 or more different languages are spoken in London		
8. The word pyjamas originates from Hindi		
9. All the words below have been borrowed from the Indian subcontinent: Anaconda, bangle, bungalow, jungle, loot, mango, cheetah, curry, cot		
10. It is estimated that there are 300 million native speakers of English, 300 million who use English as a second language and a further 100 million who use it as a foreign language		

Equality & Diversity Issues – Level 3

'I'm Spasticus, Spasticus, Spasticus Autisticus.' - Ian Drury

(The song was written to mark the 1981 International Year of Disabled People and not played by the BBC during the day because the lyrics were considered offensive.)

Please read the following articles which have been taken from the University of Leeds Centre for Disability Studies website.

Article 1

...narrowed opportunities for the realising of potential mean that at aged 18 young disabled people are only 40% as likely as their non-disabled peers to go to university (DRC, 2005) and, as adults, over seven times as likely as non-disabled people to be out of work...

Article 2

Disabled people are not universally considered to have the capacity to be equal. As the human rights academic Luke Clements has suggested, disabled people are not yet considered 'ripe for freedom' in the same way that women, serfs and southern blacks once weren't.

Article 3

They assume that kids in wheelchairs can't do much so they don't expect them to do much so they don't provide them with access to do things.

People can be cruel and if you are different then they jump on your differences, even if you are wearing the wrong kind of clothes or whatever, yeah. You have got to wear the right kind of clothes to be accepted.

It is just that you have to do the same kind of things also in a normal way to be accepted.

(Quote from disabled student)

4. Bite the Hand that Feeds You

Frank is a nice boy
He never makes a fuss
Frank spends all his time at home
He can't get on the bus
Bite the hand that feeds you
Make the bugger bleed
Then maybe they'll notice you
And ask you what you need.

Terry can't stand cripples
They fill him full of fear
But raising money on their behalf
Is good for his career

Bite the hand that feeds you
Make the bugger bleed
He doesn't care a toss for you
He does it out of greed

If tugging at your forelock
Is making no impression
Don't think that Lady Bountiful
Will counter your oppression

Bite the hand that feeds you
Make the bugger bleed
You don't get rights without a fight
So fight for what you need

Allan Sutherland

Consider the following questions

- What do you think the speaker in article 2 means when he talks of 'ripe for freedom'?
- Is there anything in articles 1 and 3 that supports this view?
- I am sure you have heard the phrase 'good manners don't cost anything' and have been told that, when you want something, you should ask for it politely. Why do you think the author of the poem (4) seems to be taking the opposite view? Do you think he is justified to do so? How effective do you think this approach will be?
- If you ask many people who have a disability about their condition they will tell you that the major 'disabler' is not so much the condition but society's reaction to it. This is the basis of what is called the Social Model of Disability. The argument goes something like this...

The world we live in today is so technologically advanced and well-resourced that much of the impact that a particular disability makes on an individual can be alleviated.

The major stumbling blocks are rather the willingness of society to put the necessary steps in place to make this so and to continue to see the person as a disability first and a person second – to tackle attitudes to disability.

How much do you agree with this position? Why?

Did you know ... when Robert Wyatt appeared on Top of the Pops in the 70s the BBC asked him to replace his wheelchair with another type of chair because it might offend viewers.

Much to his credit he told them to ...er ... get lost

EQUAL OPPORTUNITIES

WHAT DO YOU DO IF.....?

1.

A number of girls in your social care class are tending to mock/snigger at the only male in the class when he speaks in discussions. You suspect that they regard him as a figure of fun and that he has a difficult time socially at college. Should you intervene?

2.

All the engineering workshop garages which you use as placement providers do not appear to take girls in mechanical jobs. You interview a girl with her parents who is keen to train as a mechanic. How do you advise them?

3.

You ring up a placement provider and try to arrange a work placement for a student who is black. The Personnel Officer explains that while the firm itself is not prejudiced unfortunately someone working in the department where the student may be placed is very racist. For the young person's sake she thinks it might not be a good idea to send him along. How do you deal with this?

4.

You have a class in which all the students except one are 16/17. The mature student plays an active part in the class and clearly irritates the younger students by her frequent questions and contributions. She soon begins to feel very uncomfortable in class and talks about leaving the course. Can you do anything to help improve the situation?

5.

In a class discussion your students begin to make nasty comments about people with disabilities in college – they say that they do not belong here. You know that a few of them are in the same class for another subject as a student who has restricted mobility and are concerned. What action can you take?

6.

One of your students begins to skip classes. When you chase her up she tells you she is being sexually harassed by a fellow student. How do you respond?