
EQUALITY & DIVERSITY

Building a Culture of Equality in our Society

A Citizenship Education Resource for Transition Year and Key Stage 4



CDVEC Curriculum Development Unit in collaboration with the
Equality Authority and the Equality Commission of Northern Ireland

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INTRODUCTION

This resource is intended to support young people in critically exploring the concepts of equality and diversity and in acting to build a culture of equality within their own environment and within society. Looking specifically at equality and diversity within the school, community and society, the resource provides an opportunity for students to increase their knowledge and understanding of equality, develop the skills to critically analyse inequality, and become empowered to actively promote equality within their school and/or community.

Using a variety of active learning methodologies, the resource enables students to:

- ⇒ Understand and appreciate the levels of diversity within their environment and society
- ⇒ Understand the nature of perceptions and stereotypes and critically analyse their effects on people's lives and life chances
- ⇒ Explore the concept of equality and its four dimensions – equal opportunities and outcomes, respect and recognition, participation in decision making, and equality of relationships
- ⇒ Identify and analyse equality issues within their school and society and identify how equality could be promoted
- ⇒ Learn about equality and anti-discrimination legislation in their jurisdiction, the groups it protects and how to make a complaint
- ⇒ Take action to promote equality in their school and/or community

Outline of the Resource

The resource is divided into four sections, each with a number of lessons. The resource uses active learning methodologies throughout to bring the concepts and experiences of equality / inequality to life for the students.

SECTION 1 DIVERSITY

Lessons 1-4 enable students to examine the nature of diversity, appreciate how it enriches our lives and carry out a diversity audit of their community.

SECTION 2 PERCEPTIONS AND STEREOTYPES

Lessons 5-9 challenge students to look at how their perceptions influence how they see people and behaviour, to recognise the stereotypes we all hold of certain groups of people, and to reflect on the negative effect that stereotyping has on people's lives, and ultimately on their lack of equality in society.

SECTION 3 EXPLORING EQUALITY

Lessons 10-21 take students from a simple understanding of equality to a deeper analysis of the concept through exploring the four dimensions of equality - equal opportunities and outcomes, respect and recognition, participation in decision making, and equality of relationships. They then examine these dimensions in relation to the stories of inequality experienced by five groups of people – young migrants, young people with disabilities, young LGBT people, migrant workers, and mushroom workers.

SECTION 4 EQUALITY AND THE LAW

Lessons 22-27 enable students to learn about the legislation in both Ireland and Northern Ireland and to explore the extent to which it protects people from discrimination and promotes equality. They identify which groups of people are most likely to be discriminated against, which groups are protected by the law, and how the law operates in practice. The students can then analyse a number of case studies of complaints taken in both jurisdictions, make decisions on their outcomes, and compare them with the actual decisions taken.

SECTION 5 CREATING A CULTURE OF EQUALITY

Finally, **Lessons 26-27** encourage students to reflect on what they have learned throughout the module, to create their own vision of what equality should look like in their school, community and society, and develop a list of the changes required to realise their vision.

Taking Action

This resource has been produced as a companion resource to *Grounds for Action. Building a Culture of Equality in our Society*. This companion resource provides guidance on structuring, evaluating and assessing an action, templates and guides to support students, and sample steps for a menu of twenty possible actions which students could choose from. The suggested actions cover all the grounds included in the equality/ anti-discrimination legislation and Section 75 of the Belfast Agreement, as well as covering some general areas related to diversity, identity and equality in general. Each of the resources cross-reference the related lessons and actions. (See also Using the Combined Resources below.)

Curriculum Links

The resource is intended primarily for use in Citizenship Education in Transition Year (Ireland) and Key Stage 4 (Northern Ireland). As a resource on equality and diversity, it is clearly based on human rights, which underpin the citizenship curricula in both jurisdictions.

It meets the aims of the KS 4 curriculum for Local and Global Citizenship by helping students:

- ⇒ Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world
- ⇒ Identify and exercise their rights and social responsibilities in relation to local, national and global issues
- ⇒ Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly
- ⇒ Develop their understanding of how to participate in a range of democratic processes
- ⇒ Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy.

Transition Year provides a major opportunity to reinforce and build upon the work of the Junior Cycle and to achieve the goals of Civic, Social and Political Education. The resource helps students deepen their understanding of the key concepts of CSPE, in particular, human dignity, rights and responsibilities, democracy, law, and interdependence.

Skills Development

The active learning methodologies used throughout the resource enable students to further develop the skills identified in the key skills frameworks for both jurisdictions. These include: managing information, critical and creative thinking, problem solving, communicating, working with others, and being personally effective.

Using the Teaching Resource

Each lesson plan includes Learning Intentions, Resources Needed, and a description of the activities. Several of the lessons involve photos and video clips. All of the photos are additionally provided in electronic format on the accompanying DVD. Where it was possible to get permission to download video clips, these are also included on the DVD. Where this was not possible, you will need to have a suitable Internet connection to show them. This is clearly indicated in the relevant lessons.

USING THE COMBINED RESOURCES

Both *Equality and Diversity* and *Grounds for Action* are designed so that they can be used to complement each other. Each section of the teaching resource references a number of related actions which are outlined in the action resource. Teachers can use these as appropriate, in relation to the time available and the interests of the students.

TRANSITION UNIT/CoPE

The combined resources will provide sufficient material to form the basis for a **Transition Unit**. (See http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Transition_Year/Transition_Units/ for information on how to write up a **Transition Unit**)

The combined resources may also be used in Year 13 to support students in completing the **Certificate of Personal Effectiveness (CoPE)** and provide materials and support for carrying out challenges in *Module 1: Active Citizenship* and *Module 6: Research and Presentation Skills*.

The two resources are also available on www.reconciliation.ie and www.equality.ie

WHAT DO WE MEAN BY EQUALITY

Equality can mean different things to different people based on their values, beliefs, life experience and view of the world. However, in order to explore equality and diversity it is important to clarify what we mean. This is also important because legislation and policy has informed and been informed by our understanding of equality.

EQUALITY

Equality is about protecting people's rights. Under equality and anti-discrimination legislation in Ireland and Northern Ireland people's rights are protected in employment and in accessing goods and services on certain grounds for example, gender or race. Equality does not always mean treating everyone the same. For example, different students may require different supports to ensure that they all have the opportunity to sit and pass exams. The following paragraphs outline different types and levels of equality.

Basic equality All human beings have equal worth and importance and are therefore equally worthy of concern and respect.

Example – everyone, no matter how much they earn, have equal worth and importance as human beings.

Liberal equality builds on basic equality and assumes that there will always be major inequalities between people because of their status, the level of resources available to them, their employment, and the level of power they have. These inequalities can be managed by strengthening the minimum to which everyone is entitled and promoting equality of opportunity so that people have the same chance to compete for advantage.

Example – some people have the resources to access third level education while others do not. Everyone should have the same opportunity to access third level education if they wish.

Equality of condition builds on basic equality and liberal equality. This idea of equality emphasises that inequality is rooted in the social structures of society and that these structures can be changed. How these structures need change requires debate and discussion.

Example

research in Ireland has highlighted that male earnings exceed female earnings i.e. there is a gender pay gap. A contributing factor is that women are penalised as a consequence of taking time out to meet family responsibilities. Addressing the gender wage gap requires targeted positive action to promote gender equality in the workplace. It also requires the development of policies and practices to support greater sharing of care roles in society between men and women.

KEY EQUALITY QUESTIONS

The following tool is useful when exploring any equality issue or theme

Equality is about outcome and opportunity:

- ⇒ Do individuals and groups have equal access to the resources or supports necessary to ensure that they have the same opportunities and outcomes – for example in work or school?
- ⇒ Are assumptions made about who people are and what they can do?
- ⇒ What needs to change to make sure that those who need additional resources and supports can access them?

Equality is about respect:

- ⇒ Is respect for difference visible or invisible in society, community, school or family?
- ⇒ Is everyone included equally and treated with respect?
- ⇒ Are assumptions made about who people are because of the group they belong to e.g. older people, men, women, people with disabilities, Travellers, lone parents, Muslims, Catholics, gay, lesbian, migrant workers or others?
- ⇒ Are there stereotypes about particular individuals/groups that cause disrespect?
- ⇒ Is respect for diversity visible in schools and communities?
- ⇒ Do school and community events/activities respect and value diversity?

Equality is about participation:

- ⇒ Who makes the decisions in society / community?
- ⇒ Are some voices absent?
- ⇒ Are some voices stronger than others?
- ⇒ Is every effort made to include all voices?

⇒ Who has the power to decide what supports and resources can be made available?

Equality is about relationship:

- ⇒ Does everyone have access to making a diverse range of friends?
- ⇒ Is care work valued and respected in the community and in society?
- ⇒ Is diversity explicitly recognised and named in school anti-bullying policies?
- ⇒ Do schools and communities promote and support good relations between diverse

groups of people, for example, cross-community and cross-cultural relationships?

NOTE

The equality/anti-discrimination legislation in Ireland and Northern Ireland does not cover every equality issue or theme. The legislation is very specific about the individuals and groups protected under the law. It also has a very specific definition of discrimination and it focuses on discrimination in the areas of employment, and/or goods and services. (See Part 4 Equality and the Law for details).

TEACHING CONTROVERSIAL ISSUES - A NOTE FOR TEACHERS

Teaching about equality and diversity can potentially raise issues that may be contentious or controversial. The methodologies used throughout the resource are designed to minimise the risks associated with teaching controversial issues in a classroom setting and to enable the issues to be discussed in a way that is safe and respectful of others. You may find it helpful to incorporate the approaches below.

CREATING A CONDUCTIVE CLIMATE – CLASS AGREEMENT OR GROUND RULES

It is normal practice in citizenship education to spend time at the beginning of each year in developing a class agreement or set of ground rules which will underpin relationships and behaviour in the classroom. Before commencing this module, it is strongly advised that the students review their agreement - in relation to the underlying core values they espouse, as well as the behaviours they expect of each other. They should preferably reflect on how these core values are implemented - for example, spend some time unpacking what respect for the rights of others really means and what it would look like in practice in small group work, discussion of any kind, and other situations.

ENCOURAGING CRITICAL THINKING AND THE INCLUSION OF A RANGE OF PERSPECTIVES

It is recommended that, before you start, you think through the positions or stances you will take as you work through the module and decide which position is the more appropriate for you to take in any particular lesson:

- ⇒ be a neutral facilitator
- ⇒ declare where you stand on an issue
- ⇒ play devil's advocate to provide a wider perspective when the whole class is in agreement
- ⇒ support a minority viewpoint among the students to ensure the majority seriously consider all aspects of an issue. You will find that all of these positions are appropriate or inappropriate at different times. When in doubt, returning to your basic aims in teaching the topic and to the fundamental basis of human rights will help you decide.

USING SAFE METHODOLOGIES

Pairs and small groups provide a safe environment for students to engage fully with discussion questions without having to publicly state their position. Questions which are framed within the context of what human rights or the law says about an issue makes it safer for students by depersonalising the discussion. Asking what the government, the community, the school, or an individual could do in response to, for example, racism or homophobia, is a much safer way to discuss these issues than asking students 'What would you do if...?'

For further reading on approaches, frameworks and methodologies, see *Tackling Controversial Issues in the Classroom. A Resource for Citizenship Education* (2012) published by the CDVEC Curriculum Development Unit. It is available from the CDU (address on back cover) or on-line at www.reconciliation.ie

SECTION ONE

EXPLORING DIVERSITY

A. DIVERSITY IN OUR COMMON HUMANITY

LESSON 1 DISCOVERING DIVERSITY

ACTIVITY

Learning Intentions

- ⇒ Students will explore diversity within the human race and the myriad of ways in which we are both similar and different to one another
- ⇒ Students will identify similarities and differences not only in individual identities, but also within group identities
- ⇒ Students will recognise how diversity enriches our lives

Resources



- ⇒ Diversity Identity Cards on page 7. You will need 3 sets copied on to card and cut up

Diversity Carousel – Similarities and Differences

- ⇒ Divide the class into groups of 10, with one set of the identity cards for each group. Each student is given a card with a description of a person on it. Together the set of cards represents young people from diverse backgrounds. Give the students a few moments to read their cards and to think themselves into the shoes of that person.
- ⇒ Each group of 10 should form two circles, an inner and outer of 5 students each, with the circles facing each other. (If space is tight, they could also form two rows between desks). Ask the students to tell each other who they are, to listen carefully and to ask questions if they want to know more about some aspect of the character. They should then try to identify how they are similar and how they are different (age/gender/interests/ family background/ambitions/other ways)
- ⇒ After 2 minutes, ask the outer circle to move one person to the right and to share who they are with their new partner, and again try to identify how they are similar and how they are different. Ask them to continue to move around the circle and, as they do so, to begin to discuss with each partner how they differed from the other characters they have already met.
- ⇒ When they have completed the carousel, ask each group of 5 (the inside or outside of a circle) to sit together and to discuss what they learned about the diversity of humanity from doing this exercise. They should record their learning points in their folders. Finish by asking each group to feedback one point from their discussion.

Similarities include: Gender, age, ethnicity, ability, family situation, interests, ambitions, sexual orientation

Differences include: Gender, age, ethnicity, ability, family situation, interests, sexual orientation.

DIVERSITY IDENTITY CARDS

My name is Aoife. I am 16 years old. I live with my parents and brother on a farm in Co Fermanagh. I go to the local Catholic High School. I love sports and would like to become a sports therapist.

My name is Dorota. I am 14 years old. I live in Kildare with my parents and sister. We moved here from Poland six years ago when my parents got good IT jobs here. I love cooking and want to become a chef when I leave school.

My name is Susan. I am 15 years old. I live with my mother and Gran near Belfast city centre. I go to the local girls High School. I love listening to music and going to discos with my friends. I want to study beauty therapy when I leave school.

My name is Seán and I am 15 years old. I live in Dungannon with my mother and three sisters. I play hurling for my school and local club. Weekends are always busy with matches and training. I want to be an electrician.

My name is Faith. I am 17 years old and I live with my mother and two brothers. My family came here from Nigeria five years ago and we now live in Enniskillen. I go to the Grammar School and want to study medicine after my A levels.

My name is Chrissie. I am 14 years old. I live with my parents and five brothers and sisters in a halting site near Sligo. I am the eldest and help a lot with the younger ones. I like school and want to be a primary teacher when I leave school.

My name is John. I am 16 years old. I live in Cork with my parents and my brother. I am visually impaired and use special technology in school. I would like to become a radio editor when I leave school.

My name is Samuel and I am 15 years old. I live in Dublin with my parents and my sister. I go to the Jewish school. I do a lot of IT and film making in school. I would like to go into the film industry when I leave school.

My name is Andy and I am 16 years old. I live with my mother in Omagh. I have lots of friends and like hanging out with them and playing video games. I would like to study computers and animation when I leave school.

My name is Paul. I am 17. I live with my two Mums and my sister in Limerick. I play a lot of rugby and my dream is to make the Munster team someday. I want to study business and management when I finish school.

LESSON 2

CHARACTERISTICS OF HUMAN DIVERSITY

ACTIVITY ONE

Learning Intentions

- ⇒ Students will reflect on the range of human diversity
- ⇒ Students will recognise the difference between visible and hidden characteristics of diversity
- ⇒ Students will appreciate the consequences of some characteristics being hidden

Resources



- ⇒ *True Colours* video clip from the accompanying DVD.
- ⇒ Song *True Colours* sung by Cindy Lauper (minimal cost to download from iTunes)
- ⇒ Iceberg Template Sheet on page 13, one copy for each group of 4 students.

Preparation

Download the song *True Colours* sung by Cindy Lauper from iTunes. Check that you can synchronise the song and the video. (It works best if you click play on the song track and then immediately click play on the video clip.)

Ideas of Diversity Challenge

Divide the students into groups of 4 and ask them to have pen and paper ready. Explain that you are running a team Ideas of Diversity Challenge.

Begin by showing the *True Colours* clip from (3.48 minutes), while you play the song at the same time.

Play them a second time, asking the students to note the different kinds of diversity they see in the video.

Then begin the challenge. Tell the students that their challenge is to list as many types of diverse characteristics of humans as possible in **three minutes** (e.g. age, height, language spoken, gender, ability, culture, beliefs, religion, and many, many others).

After 3 minutes, ask the teams to count up how many different characteristics/attributes they have listed. The group with the highest score can call out their list first and the rest of the class should listen to check for any characteristics they don't think are valid. A mark is given for each characteristic accepted by the class. After all the groups have called out their list, the group with the highest score wins.

ACTIVITY TWO

Diversity: Visible and Invisible – The Iceberg Metaphor

When the students have completed the Ideas of Diversity challenge ask them to think about about which characteristics of diversity are visible (seen) and which are hidden (unseen). For example, visible characteristics include age, gender, height and skin colour, while unseen/hidden characteristics may include religion, language, personality, talents and many others. Some characteristics will overlap because, for example, some religious practice will be visible while some religious beliefs may be invisible. You may need to remind the students that they should avoid making assumptions about people without the facts.

Explain to the students you are going to pass out a template of an iceberg. Just as only 10% of an iceberg is visible above the water line, so only some characteristics of human diversity are visible, with many characteristics being hidden. In their groups, the students should choose from the characteristics they had earlier identified and place them either above

or below the water line denoting whether they are visible or hidden characteristics.

If some groups disagree on where a particular characteristic should be placed, ask the rest of the class for their thoughts on it, until everyone is reasonably happy with their selection. Then ask the groups to reflect on the consequences of some characteristics being hidden or less obvious. Ask each group to feedback two consequences and record these in their folders/copies for future reference.

ICEBERG TEMPLATE



LESSON 3

THE VALUE OF DIVERSITY - HOW DIVERSITY ENRICHES OUR LIVES

ACTIVITY ONE

Learning Intentions for both Activities

Students will:

- ⇒ Reflect on the value of diversity
- ⇒ Appreciate how diversity enriches their own lives
- ⇒ Appreciate how diversity enriches the school
- ⇒ Appreciate how diversity enriches the community
- ⇒ Recognise the benefits of diversity to society

Resources



- ⇒ A set of the Diversity Quotes cards on pages 16 and 17, copied on to card and cut up.

Diversity Quotes: Each One Teach One

Give each student one Diversity Quote card. Ask the students to think about what their quote means and then to walk around the classroom, sharing their quote with as many people as possible. As they share their quotes they should look for similarities and differences in the thinking on diversity. When you feel most students have shared most quotes, then ask the students to return to their places and briefly take feedback on:

- ⇒ A quote that really struck a chord with them
- ⇒ A quote that made them question how they thought
- ⇒ A quote that made them curious to know or think more about how we respond to diversity

Optional

Then ask the students to form groups of 4, to choose one of their quotes, and to jointly write a word poem or a short paragraph about this quote and what it means to them.

When they have completed this, you could ask them to share their writing by putting them up around the classroom so that the students can walk around and read what others have written. The written pieces can be displayed in the long term or collated and copied for each student.

Alternatively this could be done individually as homework and shared at the beginning of the next lesson.

There is nowhere you can go
and only be with people who
are like you. Give it up.
Bernice Johnson Reagon

Differences challenge
assumptions.
Anne Wilson Schaef

When Jesus Christ asked little children
to come to him, he didn't say only rich
children, or White children, or children
with two-parent families, or children
who didn't have a mental or physical
handicap. He said, "let all children come
unto me". *Marian Wright Edelman*

Diversity is not about how we
differ. Diversity is about embracing
one another's uniqueness.
Ola Joseph

United in diversity.
EU motto

The answer to difference is to
respect it. Therein lies a most
fundamental principle of peace:
respect for diversity.
John Hume

We are of course a nation of differences.
Those differences don't make us weak.
They're the source of our strength.
Jimmy Carter

The discovery of others
is the discovery of a
relationship, not of barriers.
Levi Strauss

There never were in the world
two opinions alike, no more than
two hairs or two grains; the most
universal quality is diversity.
Michel de Montaigne

The real death of our
country will come when
everyone is alike.
James T. Ellison

Diversity may be the hardest
thing for a society to live with,
and perhaps the most dangerous
thing for a society to be without.
William Sloane Coffin, Jr

Difference is of the essence of
humanity. Difference is an
accident of birth and it should
therefore never be the source
of hatred or conflict.
John Hume

I consider myself a Hindu,
Christian, Moslem, Jew,
Buddhist and Confucian.
Mahatma Gandhi

The biggest mistake is believing
there is one right way to listen,
to talk, to have a conversation –
or a relationship.
Deborah Tannen

Although we are in
different boats, you in your boat
and we in our canoe, we share
the same river of life.
Chief Oren Lyons, Onandaga Nation

We all live with the objective
of being happy; our lives are
all different and yet the same.
Anne Frank

We have become not a melting pot, but
a beautiful mosaic. Different people,
different beliefs, different yearnings,
different hopes, different dreams.
Jimmy Carter

Variety is the spice of life.
Proverb

Life lies in diversity, not in monotony.
M.K. Soni

Diversity is the one true
thing we all have in common.
Celebrate it every day.
Unknown

We may have different religions,
different languages, different
coloured skin, but we all belong to
one human race.
Kofi Annan

We all should know that diversity
makes for a rich tapestry, and we
must understand that all the threads
of the tapestry are equal in value no
matter what their colour.
Maya Angelou

Peace is not unity in similarity
but unity in diversity.
Mikhail Gorbachev

Everyone smiles
in the same language.
Unknown

Human diversity makes tolerance
more than a virtue; it makes it a
requirement for survival.
Rene Dubos

One day our descendants will think it
incredible that we paid so much attention
to things like the amount of melanin in
our skin or the shape of our eyes or our
gender, instead of the unique identities of
each of us as complex human beings.
Franklin Thomas

The price of the democratic way of life
is a growing appreciation of people's
differences, not merely as tolerable,
but as the essence of a rich and
rewarding human experience.
Jerome Nathanson

Each of the world religions has its
own particular genius, and has
something unique to teach us.
Karen Armstrong

ACTIVITY TWO

Resources



- ⇒ Copies of the Reflection Sheet on page 19 – one for every student

Diversity Enriches our Lives

Begin by asking the students as a class how they would react to a world where everyone was the same, did the same things, liked the same things. What would they miss? Would the world be better or worse for everyone?

Then, divide the students into groups of 4/5. Give each group a category (see box below) and ask them to think of as many ways as they can of how diversity in this category enriches:

- ⇒ Their own lives
- ⇒ The life of the school
- ⇒ The life of the community
- ⇒ Society as a whole

Categories

You can choose categories which are relevant to the lives of your students. These could include some of the following:

Food, clothes, music, TV and film, other media, culture, religion, politics, abilities and talents, sports, interests and interest groups, books, types of literature, art, age, occupations and jobs

Give them about 5 minutes to come up with a list. Then take some feedback from each group. Finally ask them to complete the reflection sheet on what they have learned and how this learning might affect their attitudes and behaviour towards others.

REFLECTION SHEET ON DIVERSITY



Diversity means:

Diversity makes our lives better because:

Something I especially value about diversity:

Appreciating diversity means that people see diversity in others as:

LESSON 4

DIVERSITY IN OUR COMMUNITY

ACTIVITY

Learning Intentions

- ⇒ Students will become more aware of the levels of diversity present in their community
- ⇒ Students will increase their appreciation of how diversity enriches our lives

Resources Needed



- ⇒ Two copies of each of the sets of interview questions – 1 each for the Researcher and Recorder in each group

NB. It is essential that students answer the questions in a general way and do not name individuals or families in their answers. The Researchers should be asked to remind students of this if they start to name people.

Diversity Audit of our Community

Divide the students into six groups of 4/5 and explain to the students that they are going to do an 'audit' of the diversity within the local community. Each group is to choose an interviewer, a recorder and 2/3 interviewees. Each researcher will be given a copy of the Research Questions and will interview the other members of the group, while the Recorder will record the answers. The interviewees will answer in turn, but if someone can't answer a question, the others may answer as well. Each group will look at one aspect of the community.

Give out the Research Questions and allow the groups 10 minutes to answer the questions.

As soon as they have finished, each group should look at the information and prepare a summary of it to feed back to the rest of the class. Take the feedback from each group in turn, and add in any further elements of diversity as suggested by the rest of the class. At the end of the class, collect the sheets to keep as a record, and to use in a possible extension activity or Action Project.

Headings for Diversity Audit

1. Language, culture, ethnicity, nationality, skin colour
2. Gender, marital status, sexual orientation, family status, age
3. Religious and political groups
4. Occupations, employment
5. Ability, disability
6. Interests and activity groups

EXPLORING DIVERSITY IN YOUR COMMUNITY

RESEARCH QUESTIONS

1. LANGUAGE, CULTURE, ETHNICITY, NATIONALITY, SKIN COLOUR

Questions NB: No individuals or families should be named in your answers.	Yes	No	Comments or reasons for your answers
Do people from minority ethnic groups live in the community?			
Do you know what nationalities or ethnic groups they belong to?			
How many languages do you think are spoken in your community or area?			
In the local shops, have you seen sections with foods from other countries?			
Are there specific shops where you can buy food from other countries?			
Are there restaurants from different cultures in your community (Chinese, Italian or others)?			
What local community/activity groups associated with a particular culture exist in your community?			
Are there notices in different languages in public buildings such as the library, health centre, shops, police station?			
On a scale of 1-10 (10 = highest), how diverse would you say your community is?			

2. GENDER, MARITAL STATUS, FAMILY STATUS, SEXUAL ORIENTATION, AGE

Questions NB: No individuals or families should be named in your answers.	Yes	No	Comments or reasons for your answers
Do different kinds of family groups live in your community? For example, families with 2 parents, 1 parent, grandparents etc.			
Do many older people live in your community?			
Would you say that older people are actively involved in your community?			
Do same sex couples live in your community?			
Are all organisations in your community open to males or females?			
On a scale of 1-10 (10 = highest), how diverse would you say your community is?			

3. RELIGIOUS AND POLITICAL GROUPS

Questions NB: No individuals or families should be named in your answers.	Yes	No	Comments or reasons for your answers
How many different churches/ other places of worship exist in your community? Can you list them?			
How many different types of schools are there in the community?			
What religion based groups are there in your community, for example, Boys Brigade, Mothers Union?			
Are these groups open to everyone in the community?			
Are religious services held in different languages?			
Do you know who your local councillors are and what parties they belong to?			
Are there any local political organisations in your community?			
On a scale of 1-10 (10 = highest), how diverse would you say your community is?			

4. OCCUPATIONS AND EMPLOYMENT

<p>Questions NB: No individuals or families should be named in your answers.</p>	<p>Yes</p>	<p>No</p>	<p>Comments or reasons for your answers</p>
<p>What kinds of jobs do people in your community work at?</p>			
<p>What other occupations do people in your community have?</p>			
<p>Is there much unemployment in your community?</p>			
<p>What kinds of voluntary work do people in your community do?</p>			
<p>If you know someone who does voluntary work, can you describe what they do?</p>			
<p>On a scale of 1-10 (10 = highest), how diverse would you say your community is?</p>			

5. ABILITY, DISABILITY

Questions NB: No individuals or families should be named in your answers.	Yes	No	Comments or reasons for your answers
Does your community have a mixture of people with and without disabilities?			
What facilities for people with disabilities exist in your community?			
Is participation in local organisations open and accessible to all - people who are able and those with disabilities?			
Are all of the public places in your community accessible to wheel chair users?			
Are all of the public facilities accessible for people who are blind or who are deaf?			
On a scale of 1-10 (10 = highest), how diverse would you say your community is?			

6. INTERESTS AND ACTIVITY GROUPS

Questions NB: No individuals or families should be named in your answers.	Yes	No	Comments or reasons for your answers
Are there people with different interests, activities and talents in your community?			
What leisure facilities exist in your community?			
How many sports clubs are there in your community?			
How many clubs for young people are there in your community?			
Are there groups which specifically cater for older people?			
Are there groups for people of particular religious or political beliefs?			
Are there groups for people with certain occupations or interests e.g. Young Farmers groups, Community Choir?			
On a scale of 1-10 (10 = highest), how diverse would you say your community is?			

NB: No individuals or families should be named in your answers.

SECTION TWO

EXPLORING PERCEPTIONS & STEREOTYPES

LESSON 5

HOW WE SEE THE WORLD

Learning Intentions

Students will recognise that:

- ⇒ The stereotype may not always tell the whole story
- ⇒ There are always two sides to every story, but it takes some effort to find the other side
- ⇒ Opposing perceptions can be equally valid or true

Students will:

- ⇒ Develop their openness to looking for the other side of the story
- ⇒ Improve their skills of critical analysis

Resources Needed



- ⇒ Copies of the Perception Exercises and Reflection sheets on pages 30 and 31 for each student
- ⇒ The Perception Exercises PowerPoint on the accompanying DVD
- ⇒ Optional: additional perception exercises/ videos from the Web

“Each of us has many, many maps of life in our head, which can be divided into two main categories: maps of the way things are, or realities, and maps of the way things should be, or values. We interpret everything we experience through these mental maps. We seldom question their accuracy; we’re usually even unaware that we have them. We simply assume that the way we see things is the way they really are or the way they should be.”

Stephen Covey (1992) *The Seven Habits of Highly Effective People*. Simon and Schuster

ACTIVITY ONE

Divide the class up into pairs and give each pair a copy of the perception pictures and questions. Explain that these are pictures which say something about how we see people and events and tell them they have 5 minutes to decide what they see in each one.

Then ask them to pair up with another pair to form groups of 4, and allow them another 5 minutes to share their answers, and also any questions that the pictures have provoked.

Then show each picture on the data projector and look for their answers from the class. Use the notes on the next page to guide the discussion.

Notes on the Images and the Learning from Them

These exercises help remind students that, whenever they are absolutely sure that the way they see things is right and people who disagree with them are wrong, they should stop and question whether there is another perspective that they may be missing.

1. Once in a Lifetime

The triangle shapes lead most people to read the phrases as 'Once in a lifetime', 'A bird in the hand' etc. If you look carefully you will see they actually read 'Once in a a lifetime', 'Bird in the the hand' etc. The majority of people misread these. This is because (a) the phrases are familiar, (b) we tend to read in phrases or sentences, rather than word by word (c) we tend to skip over small joining words such as a, the, if, of etc and only pay attention to the bigger words.

Lessons to be learned from this exercise in relation to perceptions of diversity include:

We see what we expect to see – how we have been programmed to interpret the world
We don't pay attention to small things, and so miss their significance

2. The Old/Young woman

You will find that some of the students have seen the old woman and some the young woman. Ask a few students to describe what they have seen and then ask for a show of hands for those who agree with one view or the other.

Ask the students to look carefully again at the picture and tell them they are all correct in what they see. Some students will


probably begin to see the other view, but it is likely that some will be convinced that they are right and the "other view" is wrong. Ask two of the most convinced students with opposing views to point out the woman's nose, neck, eye etc as they see them, until all the students are able to see the two views.

3. Map of Mediterranean

When something is viewed in an unusual way, we fail to recognise it for what it is. The map is hard to decipher because the sea is darker than the land – the opposite to usual practice. Additionally, the names of the countries are missing and the map includes the currents, which we wouldn't expect to see in a common map.

4. Who's Taller? Which is longer?

All of the figures and the two lines are the same size. It is the context in which they are shown which makes one look bigger than another. (In artistic terms, the perspective in the figures picture is missing – a good metaphor for how we often perceive things.) These remind us that before we jump to conclusions about someone's behaviour or appearance, we should try to understand the context for that behaviour.



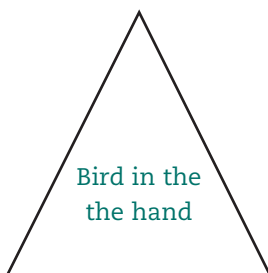
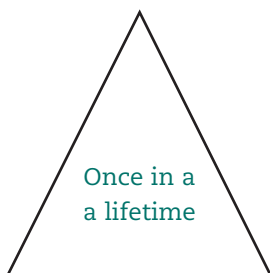
Note: There are very many perception exercises available on the Web. You may like to find and use some of them with your students. You may also find appropriate YouTube videos which reinforce the learning for the students.

PERCEPTION

EXERCISES

Exercise 1

Read the sayings in the triangles below and check with your partner that you have read them correctly.



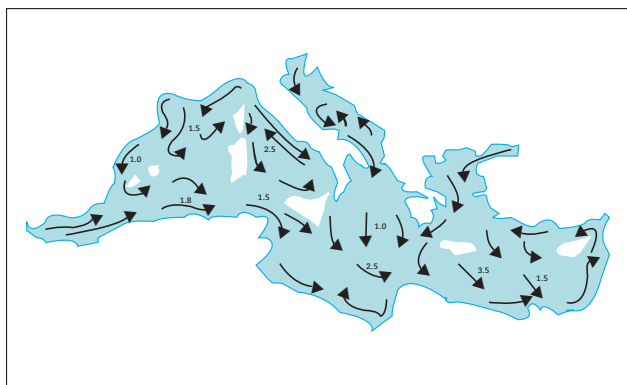
Exercise 2

Look at this picture and guess how old the woman is.



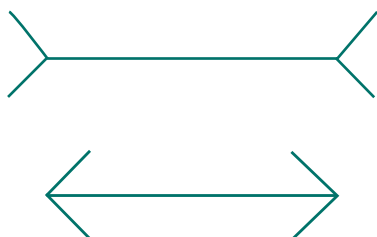
Exercise 3

What do you think the picture below is?



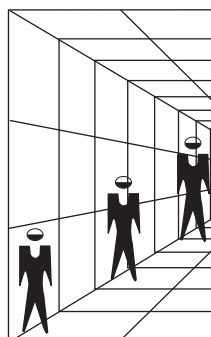
Exercise 4 (A)

Which line is longer?



Exercise 4 (B)

Who is the tallest person in this drawing?



PERCEPTIONS REFLECTION SHEET



*"We see what lies behind the eye".
Chinese Proverb*

What have you learned from doing these exercises?

How did you feel when it was shown that what you thought was wrong was actually also correct?

Have you any examples from your life of a situation when you originally thought one thing but then were able to see it from a different viewpoint?

How hard was it to be open to the other point of view?

What skills would you need to practise in order to develop the habit of trying to understand other viewpoints?

Finally, is there anything you would like to do differently after today?

LESSONS 6

PERCEPTIONS AND STEREOTYPES ARE PART OF EVERYDAY LIFE

Learning Intentions

- ⇒ Students will realise that stereotyping is so much part of everyday life that we are often not aware of it

Resources



- ⇒ The UTV Fibre Optic Broadband advertisement accessible at <http://www.youtube.com/watch?feature=endscreen&NR=1&v=nTLKMWwhD7E>

Homework

Suggestion: Ask the students to carefully watch TV advertisements for a week and to compile a list of those which they feel use stereotypes to make their point.



"IF I THINK THAT ONLY MY TRUTH IS VALID, I'LL CLOSE MYSELF OFF TO OTHERS AND WILL NOT LEARN ANYTHING NEW."

ACTIVITY

Ask the students to brainstorm their perceptions of who would be interested in having a high speed broadband connection. Then remind them that UTV ran a series of advertisements for their new Fibre Optic broadband in autumn 2011, featuring a number of case studies of people who used it. Ask them to guess who were featured in the case studies. Then show them the advertisement. Play it again asking them to note why Bob is so happy with the new high speed broadband.

There is a common perception that older people are not interested in technology and would not be able to use it. Ask the students to work in pairs and to discuss the following questions:

- ⇒ Where does that perception of older people come from?
- ⇒ Is it true of the older people that they know – grandparents, neighbours, older people in the community?
- ⇒ When older people do use technology, a common reaction is: 'Isn't she great for someone her age? I never thought he would be able to do that?' What effect do those stereotypes have on older people?
- ⇒ What limitations does this kind of stereotyping place on older people?
- ⇒ In what way might it exclude them from participating in activities involving technology
- ⇒ In what way might it contribute to their isolation?

Many advertisements rely on stereotyping to make their point, using either negative, positive or patronising images. Ask the students to think about the advertisements they see and to identify those which use stereotyping. They can then analyse their effects, using similar questions to those above.

B. STEREOTYPING

LESSONS 7 TRAVELLING COMPANIONS²

Learning Intentions

Students will begin to realise:

- ⇒ The extent to which we all have stereotypes of other people
- ⇒ The factors on which stereotypes are based

Resources



- ⇒ 6 A4 sheets of paper with the following typed on them in large type (to be put around the walls of the classroom)
 1. A single parent
 2. A religious minister
 3. A world class athlete
 4. A former prisoner
 5. An old age pensioner
 6. A couple celebrating their anniversary
- ⇒ Photos of people matching these descriptions (see preparation section)

(It is preferable to do this activity as a physical activity, especially as it will appeal to kinaesthetic learners, but if this is impossible you can also call out the possible choices and ask the students to form six groups corresponding to the people they have chosen. Give each group an envelope with the name of the person on the outside and their photo inside, and continue with the activity as outlined on the next page.)

Preparation

For this activity you will need to find photos on the web or elsewhere which represent the people below. Print out the 5 photos and put each of them in a large sealed envelope with the description printed on the outside.

This activity works well in a number of ways. You can choose well known personalities or simply non-stereotypical photos of unknown people.

You will be able to find photos through doing a Google search. (You are not breaking copyright if you simply use them within the classroom). Some suggestions for photos to use include:

Single Parent: a well-known single mother (JR Rowling is a single mother with a daughter, Jessica); a single father; an older single parent of either sex...

Religious minister: a female minister, a female Bishop (Kay Goldsworthy, Bishop of Perth, is Australia's first Anglican bishop, ordained in 2008); a Muslim Imam...

World class athlete: choose an athlete with a disability who has competed at world level -Éamonn Prunty, Oscar Postorus (the first Olympic athlete with a disability to compete with able bodied athletes)

A former prisoner: Nelson Mandela, Robert Downey Jr, a female former prisoner...

An old age pensioner: Paul McCartney, Queen Elizabeth, Clint Eastwood, Joan Rivers, Maya Angelou and many others; older active people such as hill walkers...

A couple celebrating their anniversary: Same sex couples in civil partnerships, including Shannon Sickles and Gráinne Close, who were the first same-sex couple to register their Civil Partnership in Northern Ireland (and the UK) in December 2005.

²This activity is adapted from one which appeared in Children in Crossfire materials for their TIDAL course.

ACTIVITY

Put the signs for the different passengers up at points around the classroom wall. Tell the students that they have won a prize of a holiday and are going on a long haul flight to Australia (this takes 24 hours). The computer system has gone down, so all the seat allocations are missing when the passengers check in. Each of the students is a passenger travelling on their own and they are now getting a choice of five people whom they can sit beside for the journey. Ask them to look at the signs around the room which tell them the people from whom they can choose.

They should think about which person they would most like to sit beside and then go and stand under the sign for that person. When all of the students have chosen, ask the group in front of each sign to discuss among themselves how they would describe the person they have

chosen - their imagined likes and dislikes, hobbies, age, appearance, lifestyle etc. Ask them also to imagine a conversation between them and the person and what they would talk about over the long journey.

In turn, ask each group to give the rest of the class a brief description of the person. Then give them the envelope with the relevant photo and ask them to open the envelope to see who the person really is. Ask for immediate reactions to their discovery and record key points on the board. When all the groups have done this, ask them all to sit down, still in their groups, and to complete the *Why Did I Choose?* Worksheet on page 35.

When they have finished, take some brief feedback from each group, particularly on the everyday examples they have included.

WHY DID I CHOOSE?

Stereotypes are based on a number of factors including gender, age etc. Think about the choice you made and the basis, imagined or real, on which you made the decision. Write the three main factors into the funnel shape and compare with the others in your group.



WHAT INFLUENCED MY CHOICE?



Now with your group think of choices that you make every day which are based on the factors listed above. Make a list of them in your copies and write the factors beside them.

LESSON 8

STEREOTYPES AND PERCEPTIONS OF YOUNG PEOPLE

Learning Intention

- ⇒ Students will explore the emotional impact of negative stereotyping by considering their feelings about stereotypes of young people.

Resources



- ⇒ Copies of the worksheet on pages 37 and 38 – one for each student

ACTIVITY ONE

'Class Fortunes' Game

This is a version of the popular TV show 'Family Fortunes'. In this game show, two family teams, each with five members, are asked to guess the results of surveys, in which 100 people are asked open ended questions, for example, 'We asked 100 people to name something associated with the country France' or 'We asked 100 people to name a breed of dog'.

In this version, the students will be asked to guess the most common answers given to a survey on 'Images of Young People'. Divide the class into teams of four and explain the rules of the game. They have 3 minutes to list as many images as possible. At the end of that time, they must leave down their pens. Ask a reporter for each group to call out their suggestions and have two students record the answers on the board, putting a tick beside each idea which is repeated. When they have finished, the class can clearly see which suggestions were the most common.

Ask for immediate reactions to the results. Did any group come up with very unusual suggestions or were the suggestions from each group relatively the same? Ask them which of the answers they identify with most, and circle these. Then look at the remaining answers and ask them to consider whether they were based on reality or on stereotypes of young people.

ACTIVITY TWO

What Did other Young People Think?

Hand out copies to each group of the findings from an actual survey of young people and how they thought they were viewed. The survey, *Inequality and the Stereotyping of Young People*¹, was carried out by in 2006 by Dr. Maurice Devlin from NUI Maynooth. Ask the students to read through the findings and give them 10 minutes to discuss the questions. Finally, ask each group to feedback on key points arising from their discussion, paying attention, in particular to the ideas the students have on how the stereotypes could be challenged. Ask them to keep their worksheets in their folders for future use.

¹ Devlin, Maurice (2006) *Inequality and Stereotyping of Young People* Dublin: Equality Authority. www.equality.ie/publications

INEQUALITY & THE STEREOTYPING OF YOUNG PEOPLE WORKSHEET

This is what young people interviewed by Maurice Devlin said about how they were perceived by adults.

THE MEDIA

“All of the attention that young people get in terms of the media, most of the time it’s usually negative, in terms of, they highlight the joyriders, underage drinking, they never really focus on anything positive to do with young people, it’s usually all negative that makes the press anyway.” (Alan)

ADULTS

“All of us get tarred with the same brush. You’re a teenager, you hang around in a group, you must be a vandal.” (Karen)

SHOPPING CENTRES

“It’s so true, like it’s realistic, you know, like you walk into a shop with your friends and the security guard is there looking at you and following you around, and some old lady could be over at the other side of the shop shoplifting, like you know.” (Mona)

HOODIES

“I don’t think it’s very fair to say if you’re wearing a hoodie you’re intimidating. I mean you’d get laughed at if you told an adult what to wear...like I mean, ‘you can’t wear a tie!’” (Niamh)

Do you think these opinions are still true today?

How would you describe the relationship between young people and adults in general?

How would you describe the relationship between young people and adults in positions of authority such as teachers, police, shopping centre security staff?

How do young people feel when adults do not treat them with respect?

What impact does it have on the lives of young people when they are negatively stereotyped by the media and adults?

What could young people and adults do to change the stereotypical views that exist?

LESSONS 9

WE ARE MORE THAN A SINGLE STORY

Learning Intentions

Students will:

- ⇒ Explore the concept of the 'single story' we hold about others
- ⇒ Look at the effects single stories or stereotypes have

Resources



- ⇒ The video clips from Chimamanda Adichie's talk. This can be downloaded from http://www.ted.com/speakers/chimamanda_ngozi_adichie.html
- ⇒ Copies of the transcript on page 40.

“Show a people as one thing — as only one thing — over and over again, and that is what they become.”

Chimamanda Ngozi Adichie

Homework: Ask them to complete the worksheet on Perceptions, Stereotypes and Prejudice on page 41.



This lesson is based on the concept of stereotypes as the 'single story' that people hold about others, as described by Chimamanda Ngozi Adichie, author of the best selling novels, *Purple Hibiscus* and *Half of a Yellow Sun*.

ACTIVITY

Introduce the Chimamanda Ngozi Adichie and the concept she uses of the single story. Tell the students that you are going to show two clips from the video and that each time you stop it, they will have an opportunity to write down their immediate reactions to the clip.

Clips

- Clip 1** The single story of Fide as 'poor'
 - from 2.58 to 4.12 minutes on the video
- Clip 2** The single story of Chimamanda as a poor African
 - from 4.13 to 5.20 minutes on the video

When they have heard and recorded their reactions to both clips, divide them into six groups. Give three of the groups the transcript of Clip 1 on Fide, and the other three the transcript of Clip 2 on Chimamanda. Tell them their task is now to devise a way of representing the effects of the single story on both Fide and Chimamanda and also on the people holding the single story about them, through drama or art. The idea is that they will use a representation that communicates the feelings of the people involved and do so without using words.

Examples of how they might do this include:

- ⇒ Create a drawing, illustration or symbol
- ⇒ Create a Freeze Frame
- ⇒ Create a mime to retell the story

Give them about 10 minutes to create their representation and then ask them to demonstrate it to the rest of the class.

Conclude the lesson with a class discussion on the effects of the single story and the reasons why people continue to hold a single story about others.

TRANSCRIPTS

1 I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So the year I turned eight we got a new house boy. His name was Fide. The only thing my mother told us about him was that his family was very poor. My mother sent yams and rice, and our old clothes, to his family. And when I didn't finish my dinner my mother would say, "Finish your food! Don't you know? People like Fide's family have nothing." So I felt enormous pity for Fide's family.

Then one Saturday we went to his village to visit. And his mother showed us a beautifully patterned basket, made of dyed raffia, that his brother had made. I was startled. It had not occurred to me that anybody in his family could actually make something. All I had heard about them is how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them.

2 Years later, I thought about this when I left Nigeria to go to university in the United States. I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music," and was consequently very disappointed when I produced my tape of Mariah Carey. She assumed that I did not know how to use a stove.

What struck me was this: She had felt sorry for me even before she saw me. Her default position toward me, as an African, was a kind of patronizing, well-meaning, pity. My roommate had a single story of Africa. A single story of catastrophe. In this single story there was no possibility of Africans being similar to her, in any way. No possibility of feelings more complex than pity. No possibility of a connection as human equals.

PERCEPTIONS, STEREOTYPES AND PREJUDICE WORKSHEET

Read the descriptions below and provide one or more example of each based on your discussion and work during the last few classes.

PERCEPTIONS are how we see people and events. Often two people will see things in two different ways and both will believe their view is correct. Our perceptions are influenced by our world view, the stereotypes we have learned, and the values we hold.

EXAMPLE(S):

STEREOTYPES are views we form of people based on their membership of a group e.g. gender, occupation, nationality, ethnicity etc. Stereotypes are usually negative, although not always e.g. all Africans have a great sense of rhythm, all women can cook. Stereotyping involves:

- ⇒ Forming an idea about a group of people, based on superficial knowledge
- ⇒ A fixed and inflexible view about a group of people
- ⇒ Seeing everyone in a group as the same

We are all socialised into certain stereotypes and this then influences our perceptions of others. For example, if we believe that young males wearing hoodies are up to no good, then when we see a young male with a hoody, that is the only aspect of his appearance that we notice. In general, our stereotypes of groups who are different to us tend to negatively influence our perceptions of them and how we interpret their behaviour and values.

EXAMPLE(S):

PREJUDICE can be defined as 'bias which devalues people because of their perceived membership of a social group'. Prejudice is a strong influence on how we behave towards others, and often leads to discrimination. Prejudice is often strongest against people from minority or less powerful groups in society.

There are two kinds of prejudice.

BENEVOLENT PREJUDICE is not hostile, but involves pitying, marginalising or patronising certain groups – for example, older people, young people, women, people with disabilities.

HOSTILE PREJUDICE involves regarding certain groups with fear, aversion or even hatred, or as a threat – for example, some people are prejudiced against people from minority ethnic groups, cultures or religions, people with disabilities, people who are gay, lesbian, bisexual or transgender.

EXAMPLE(S):

SECTION THREE EXPLORING EQUALITY

LESSON 11

HOW EQUAL IS OUR SOCIETY?

Learning Intentions

- ⇒ Students will experience and reflect on the reality that some groups in society are more favourably treated or provided for than others

Resources



- ⇒ Sets of the Identity Cards on page 40, sufficient for each student to have one.
- ⇒ You will also need to clear desks in the classroom to give an open space in the middle of the room. Alternatively you could take this class in the hall or gym.

ACTIVITY

Giant Steps

Ask the students to line up across the back of the cleared space or hall, ensuring they have space to move forward freely.

Give each student an Identity card and ask them to think about the person who is described on their card and imagine that this is their real-life identity. During the activity they have to act like they think this person might act. Explain that you will read out a list of statements which they will have to listen to carefully and then decide how the statement relates to them and their life.

They then have three choices after hearing each statement:

- ⇒ If they can easily do what the statement says, then they should take a giant step forward.
- ⇒ If they can only do it with difficulty, they should take a small step forward.
- ⇒ If they cannot do it at all, they should stay exactly where they are, without moving.

Slowly read out the list of statements allowing time in between each one for the students to think about it and move accordingly. When you have finished, the students should be in different parts of the room, with some not having moved at all or very little and some who have moved very far.

Ask the students to remain standing where they finished and then use the questions below to debrief them.

- ⇒ Who were able to take the most giant steps?
- ⇒ Who could only take small steps?
- ⇒ Who could not move at all?
- ⇒ How did it feel to be able to move/unable to move/only able to move a few times?
- ⇒ How did it feel when others were moving at a faster/slower pace than you?
- ⇒ What were the main obstacles faced by those who could move very little?

⇒ Why do you think there was such a difference between how far people could go?

⇒ What does this tell you about equality or the lack of it in Ireland and Northern Ireland?

⇒ When they have discussed these questions, ask them to form groups based on the identity card they had, and to reflect on:

- How they had each moved during the activity and how that reflected similar or different perceptions of the life of their character
- What are the main equality issues which their character faces?
- What would need to change in society to improve equality for people such as their character?

IDENTITY CARDS

GIANT STEPS ACTIVITY

I'm **Maria** and am 26 years old. I am pregnant but the father isn't interested. I have no qualifications. I am currently unemployed, but would like to go back to study once the baby is old enough.

I'm **Stephen** and am 32. I live with Peter, my partner, and am a primary teacher in the city. There is a job going in the school in the small village I come from, but I know there is no point applying for it because I am gay.

I'm **Kathleen**, an 82 year old widow. I worked all my life and am now retired. I receive a state pension. My children and grandchildren live abroad and I live alone.

I'm **Michael** and am 23. I'm profoundly deaf and use sign language. I'm working as a house painter, because I haven't been able to get a job as an architect, although I have very good qualifications.

I'm **Nadi**, a 33 year old woman from the Congo. I moved to Ireland with my husband and three children as asylum seekers. We now have refugee status. I am a highly qualified social worker, but cannot find work.

I'm **Alesky**. I'm 45 and originally from the Ukraine. I have lived here for 10 years with my wife and two children and we are now citizens and have good jobs. Recently other kids in school have started calling our children names and saying we should go home.

I'm **Mary**, a 40 year old Traveller woman. I live with my family in a halting site. I am a stay-at-home mother to my five children. I have had some bad experiences in being asked to leave shops and feel nervous going into town.

I'm **David**, a 50 year old accountant. I have a wife and three children. My wife is a dentist and our two older children are in university. We have a holiday home in Spain.

I'm **Paul**. I am 40, married with three children and am an ex-prisoner. I was a transport manager, but now find it impossible to get a job because of my past. I have served my time and want to make a new start.

I'm **Jack**, a 35 year old library worker. I live alone in the city. I am also a wheel-chair user, and as I don't drive, I use public transport to get around.

STATEMENTS

- ✓ I am likely to be successful
- ✓ There are no institutional barriers to me or my family accessing education
- ✓ I have as good a chance as anyone else of getting a job or promotion for which I am qualified
- ✓ I am able, within reasonable financial limits, to live in the type of home I would prefer
- ✓ I can be confident that the health and other services I use will meet my needs
- ✓ I am generally accepted wherever I go
- ✓ It is acceptable for me to talk openly about who I am
- ✓ My cultural values are respected by national institutions and structures.
- ✓ My sexual orientation is recognised and respected by those I work with
- ✓ I can turn on the television or open the newspaper and usually see people like me represented positively
- ✓ It is unlikely that the police would stop me on the street and question me for no apparent reason
- ✓ My religious practices are accommodated at work and in schools
- ✓ If I have a point to make I am likely to be listened to
- ✓ I feel comfortable going into public places
- ✓ I do not have problems gaining access to public or commercial buildings
- ✓ I can live an independent lifestyle
- ✓ I am always served without question in places such as pubs, restaurants, night clubs, and other social venues
- ✓ It is unlikely people will insult me or call me names because of who I am
- ✓ I can be confident that appropriate care will be available to me as I get older

LESSONS 13 - 14

EQUALITY IN OUR SCHOOL?

A DETECTIVE HUNT

ACTIVITY ONE

Note: this activity requires a double class period – or would need to be split over two classes

Learning Intentions

- ⇒ Students will explore the various layers of school life and reflect on how inclusive the school is
- ⇒ Students will begin to think about ways in which the school could become more inclusive

Resources



- ⇒ Equality in our School Cards on pages 49 –50, copied on to card and cut up
- ⇒ 6 sheets of flip chart paper
- ⇒ Blu-tac
- ⇒ 6 sets of markers – each set in a different colour and with 4-5 in each set
- ⇒ Additional information or props for students – see opposite under Preparation

What's the Equality Temperature of Our School?

Explain to the students that equality in schools can be demonstrated at many levels of the school- some easily identifiable and other in ways that are less obvious. They are going to look at various areas of school life and investigate to what extent diversity is valued and respected, and to what extent the school could be described as inclusive and equal.

Diversity in Our School – Areas to be Looked at

1. Students – Admission and fair treatment
2. Student Council – Participation
3. Visible signs of the extent to which diversity is respected in our school
4. The Classroom 1 – Respect in the classroom, Methodologies.
5. The Classroom 2 – Textbooks and materials, Assessment
6. Choices for Students – Subject choice, Extra-curricular activities

Preparation

Copy and cut out the Equality in our School Cards on pages 49 – 50. Collect together the 'props' that you will need for the areas above and put them into 6 envelopes. (Most of the suggested materials are normally available from the school website.) Have one sheet of flip chart ready for each group and stick the appropriate Equality in our School Card in the middle of the sheets.

Suggested props are:

1. **Students:** Admissions policy, code of behaviour, school rules, photos or description of uniform...
2. **Student Council:** Copy of Student Council constitution, list of current members, photos of Student Council activities...
3. **Visible signs of diversity being valued:** Photos of the school entrance and entrance hall, of school displays, classrooms, corridors, school yearbook, school brochure....
4. **Classroom 1:** copy of class agreement or ground rules, photos of classrooms with typical layout used in the school...

5. **Classroom 2:** Timetable for the class, maybe one or two textbooks, copy of internal exam timetable, homework notebook...
6. **Choices for Students:** List of subjects taught in school, copy of letter to students regarding subject choices, copy of notices about extra-curricular activities or extracts from school newsletter, school or class year book...

ACTIVITY

Set up six stations around the classroom- one area for each of the 6 headings above. Each station should have the appropriate sheet of flip chart paper and the envelope with the additional 'props'.

Divide the class into six groups, and give a set of markers to each group. (If each group has its own colour markers, you will be able to track the groups' contribution to each sheet). Explain to the students that you are asking them to carry out an investigation into how inclusive the school is. They are to work like detectives and to base their findings on evidence that can be verified.

Note: Remind the students of their class charter and of the principle of respect for others. Set one additional ground rule for this activity – that they should not name any individual in their comments. This is an investigation of the institution, not of any individual.

Assign one group to each of the six stations. This is their starting point. Explain that they will have 10 minutes at their home station to look at what is there and answer the questions. They will write their answers and any additional comments on the sheet of flip chart paper before moving on to the next station. Give the groups about 5-8 minutes at subsequent stations. There they will read what the previous group(s) have written and add additional comments or elaborate on answers. They continue this process until each group has been to each station.

Then each group should move back to their home station and look at the comments and notes made by the other groups and see how they compare to their views and opinions. Are they similar or different? Have the other groups added good insights?

Finish this part of the activity by asking for volunteers to give feedback on the following questions

- ⇒ What did you learn from the activity?
- ⇒ Was there anything that was especially surprising, interesting, shocking?
- ⇒ Did all the groups agree with each other or were there different viewpoints?

Then ask each group to write a brief report on their area, collating the comments and suggestions. They should select 1-2 examples of where they think the school is doing really well in terms of equality and inclusion, and similarly select 1-2 examples of where things need to be improved.

Take feedback from the groups on the areas which are doing really well and those which need to be improved and record them on the board.

Conclude the lesson by asking the students to vote on how inclusive they think the school is, on a scale of 1-10, with 10 being a highly inclusive school which promotes equality, and 1 being an exclusive school which does not accept diversity or promote equality.

(If you notice a big difference between the score given by 'majority' students and those given by 'minority' students, this is something you might consider looking in to at a later date and in a sensitive way.)

Keep all the flip charts sheet as records of the students' work and for use as a basis for potential action in the future (See *Grounds for Action – Action 8*).

EQUALITY IN OUR SCHOOL CARDS

STUDENTS

Who can come to your school?

- ⇒ Can students from various backgrounds, faiths, abilities attend your school?
- ⇒ Are there any conditions that might disadvantage any students wishing to attend the school?
- ⇒ Do you know what your school admissions policy is?

Are all students treated the same in your school?

Think about: boys and girls, students of differing abilities, students with a disability, members of different cultural or religious backgrounds, academic and less academic students, students who are good or not so good at sports.

- ⇒ Does it seem fair to treat some students differently?
- ⇒ Is it ever necessary to treat some students differently in order to be fair?

STUDENT COUNCIL

- ⇒ Is there a Student Council in the school?
- ⇒ Is it elected in a democratic way?
- ⇒ Does the Student Council represent the diversity among students?
- ⇒ Is the Council consulted by management when big decisions are being made in the school?
- ⇒ How much real influence does the Student Council have on what happens in the school?

VISIBLE SIGNS OF HOW WELL DIVERSITY IS RESPECTED IN YOUR SCHOOL?

- ⇒ Who might immediately feel at home in the school? Who might feel that they don't really belong there?
- ⇒ If a new student from a different culture, nationality or religion to the majority of students started in your school, what do you think their experience might be?
- ⇒ Is the school fully accessible to those with physical disabilities – students, staff, and parents?
- ⇒ How welcoming is the school to students, staff or parents who are gay, lesbian or bisexual?
- ⇒ Is the school's anti-bullying policy visible e.g. are there anti-bullying posters on display with information on what do if you are being bullied, or want to report bullying?

THE CLASSROOM - 1

Respect for all in the Classroom

- ⇒ Have you been actively involved in developing a class charter or class agreement?
- ⇒ Are all students and teachers treated with respect within the classroom?

Teaching and Learning

- ⇒ Are students encouraged to be active and responsible for their own learning? For example, do you regularly engage in group work, discussions, investigation, role plays?
- ⇒ Are a variety of materials and methods which cater for different learners and learning styles used in the school?
- ⇒ Does the school support students with disabilities, students who speak English as an additional language?

THE CLASSROOM - 2

Textbooks and Materials

- ⇒ Do these show or include people from diverse backgrounds – cultural, socio-economic, religious, people with disabilities, gender?
- ⇒ Do these include perspectives and points of view from different cultures, religions?

Assessment

- ⇒ Is assessment designed to help everyone perform as well as they can?
- ⇒ Are students ever asked to self-assess their own work, or to carry out Peer Assessment (where students swap and assess each other's work)?
- ⇒ Do students have a say in what kind of homework they do?

CHOICES

Subject Choices

- ⇒ How are decisions about subject choice made? Are students and parents consulted in this?
- ⇒ Do the subjects offered in the school reflect the interests of the students and parents? Are some students disadvantaged by the choices available?

Extra-Curricular Activities

- ⇒ What sorts of extra-curricular activities does the school provide?
- ⇒ Does the choice cater for all students - the sporty student, the musical student, the 'arty' student, the student who is very academic? Are any students excluded by the choices available?
- ⇒ In general, are students appreciative of the activities provided by teachers on a voluntary basis?

LESSONS 15

EXPLORING EQUALITY

WHAT DOES IT MEAN TO YOU?

B. WHAT DOES EQUALITY MEAN?

Learning Intentions

- ⇒ Students will explore their understanding of equality
- ⇒ Students will consider the limitations or potential issues connected with common descriptions of equality

Resources



- ⇒ Selection of chocolates
 - ⇒ Equal or Not? – 1 copy for each pair of students
- Method 1**
- ⇒ One set of the Equality Means statements – each statement printed on A4 sheets
 - ⇒ Sets of sticky dots in green, red and orange.
- Method 2**
- ⇒ Equality Means cards (one set for each group of 4 students)

Preparation for Method 1

- ⇒ Type each Equality Means statement on to an A4 page, using the largest possible font, and print them out.

ACTIVITY ONE

Distribute the chocolates to a number of students based on a specific trait or characteristic, for example, gender; students who are wearing earrings; students with long hair; students wearing glasses; students sitting in a certain place in the class.

Ask the students to guess why some of them got a chocolate and others didn't. The students may start to protest that it's not fair that some got one and not others, or may make accusations that this was discrimination.

Explain that this was just a way of prompting them to start thinking about equality and what it means and that the next few lessons will explore the concept of equality.

ACTIVITY TWO

Equality Means

There is a choice of two methodologies for doing this.

Method 1 (Recommended)

Put the 10 Equality Means... statements up on the walls around the classroom, leaving a good space between them. Ask the students to pair up and give each pair a set of the coloured sticky dots. Ask them to walk around the classroom looking at the statements and then between them decide on their level of agreement with each statement. They should place their dots on the sheets according to whether they:

⇒ Agree with the statement: Green dot

⇒ Disagree with statement: Red dot

⇒ Are not sure or disagree among themselves Orange dot

When they have finished, ask them to sit down and then ask for some immediate reaction to the exercise. It will be visually very clear as to which statements got general agreement, which disagreement, and more interestingly, which statements they were unsure about or disagreed on.

Then ask each pair to join another pair. Ask each group of four to take two of the statements, making sure each group has chosen at least one statement about which the class were unsure or disagreed.

Ask them to think about whether:

1. This statement is ALWAYS TRUE
2. This statement is ALWAYS FALSE
3. This statement is sometimes true and sometimes false

They should think of examples to illustrate their answers and in the case of the 3rd option, give examples for when it is true and when false. They should record their conclusions and then each group can feed back two key points from their discussion to the whole class.

EQUALITY STATEMENTS

Equality means...
Treating everyone the same

Equality means...
Ignoring differences between people

Equality means...
Giving everyone a voice in decisions that affect them

Equality means...
Everyone feels they belong

Equality means...
Everyone achieves the same outcomes

Equality means...
Respecting people's religious beliefs and practices

Equality means...
Giving everyone the same opportunities

Equality means...
Respecting people's cultures

Equality means...
Everyone is of equal value

Equality means...
Treating people differently if necessary

Method 2

(if space is extremely limited)

Divide the class into groups of four. Give each group a set of Equality Means cards.

Ask them to divide the cards into three sets, according to whether they:

- ⇒ Agree with the statement
- ⇒ Disagree with statement
- ⇒ Are not sure or disagree among themselves

Then they should complete the activity as described above.

EQUALITY MEANS CARDS

EQUALITY MEANS...

Treating everyone the same

EQUALITY MEANS...

Ignoring differences
between people

EQUALITY MEANS...

Giving everyone a voice in
decisions that affect them

EQUALITY MEANS...

Everyone feels they belong

EQUALITY MEANS...

Everyone achieves the
same outcomes

EQUALITY MEANS...

Respecting people's
religious beliefs
and practices

EQUALITY MEANS...

Giving everyone the
same opportunities

EQUALITY MEANS...

Respecting
people's cultures

EQUALITY MEANS...

Everyone is of equal value

EQUALITY MEANS...

Treating people differently
if necessary

LESSONS 16

EXPLORING EQUALITY

WHAT DOES EQUALITY IN SOCIETY MEAN IN PRACTICE?

Learning Intentions

- ⇒ Students will look at concrete examples of where people are treated the same or differently in society
- ⇒ Students will recognise the complexity of society's responses to diversity.

Resources



- ⇒ Copies of the Equality or Inequality? worksheet on pages 56-57. You will need one for each student.

ACTIVITY ONE

Equal or Not?

Give each group a copy of the Equality or Inequality? worksheet and ask them to discuss each of the examples given using the questions on the sheet.

When the groups have finished the discussion, ask each group to present their thinking on two of the examples.

Finally, ask each group to think about the last two classes and to come up with a statement about what equality means. This can be one sentence or several. If there is not enough time to do this during class, it could be done for homework and shared at the beginning of the next class by putting up the statements on the wall.

EQUALITY OR INEQUALITY?

POSSIBLE RESPONSES TO DIVERSITY IN SOCIETY

- = Treat everyone the same
- + or - Treat some groups of people differently, either better or worse
- = \pm \leq \geq Treat each individual in a way that meets his or her needs as far as possible.

Below are some examples of how people in Ireland and Northern Ireland are treated in one of the ways described above.

Discuss each example and decide:

- A** Which option is being practised in this case?
- B** Do you think that this is a fair way to treat people and a fair way to use national resources? Why do you think this?
- C** Would you keep or change this practice if you were in government?

1. There are shorter hospital waiting lists for those who can pay for private treatment than for public patients.

A _____

B _____

C _____

2. Some schools do not allow Muslim girls to wear the Hijab (veil) on the grounds that everyone has to wear the same uniform.

A _____

B _____

C _____

3. People over 80 get a higher social welfare pension in Ireland than those between 66 and 80.

A

B

C

4. Visits to a GP in Northern Ireland are free for everyone. In Ireland, only people with a Medical Card get free GP visits. People on higher incomes have to pay for each visit.

A

B

C

5. All parents or guardians get child benefit for their children, no matter what their income is.

A

B

C

6. Some schools give preference in their admissions policies to brothers or sisters of existing students.

A

B

C

7. In Northern Ireland, women get a free travel pass at 60 but men have to wait until they are 65.

A

B

C

LESSONS 17-18

EXPLORING DIFFERENT ASPECTS OF EQUALITY

Learning Intentions

- ⇒ Students will understand equality at a deeper level
- ⇒ Students will understand each of the four dimensions of equality.

Resources



- ⇒ Copies of the photo sheets for each dimension, preferably enlarged to A3. You will need approximately 3 copies of each dimension (see instructions on following page)
- ⇒ Copies of the worksheets for each dimension. For each worksheet, you will need enough to give one to half of the students in the class (see instructions on following page)
- ⇒ The Dimensions of Equality PowerPoint presentations (on the accompanying DVD)

Note: Students should stay in the same small groups for each of the next three lessons. You should also collect up all the worksheets from the students at the end of Lessons 17 and 18 as they will need them again in Lesson 19.

Lesson 17

The Four Dimensions of Equality Part 1

Equal Opportunities; and Equal Respect

ACTIVITY

Begin by asking the class to think back to the last two lessons and describe what equality means. If they did not present their Statements of what equality means, then they could do this now. Display their descriptions to refer back to during this and the following lessons.

Explain to the students that as well as the ideas they have already discussed, there are four big ideas about Equality which have influenced the legislation and the promotion of equality.

These are usually called the 4 Dimensions and are:

- ⇒ Equal Opportunities and Outcomes
- ⇒ Equal Recognition and Respect for who People are
- ⇒ Participation in Decision Making and in society
- ⇒ Equality in Relationships

You can explain that the class will look at these over the next two lessons and then explore one of two of them through the stories of young people and migrant workers. Today they will look at two of these – Equal Opportunities and Equal Recognition and Respect for who People are.

Divide the class into groups of 4-5 students. Half of the groups will look at Equal Opportunities and the other half at Equal Recognition and Respect. Give each group the relevant Photo sheet and give each student the relevant worksheet (pages 60-63) Ask them to look carefully at the pictures, to discuss and answer the questions underneath. You may need to move around the classroom to prompt groups to consider the full meaning of some of the pictures.


(Alternatively, you could first show the relevant PowerPoint presentations from the DVD with the pictures to the whole class, asking the questions as you go through each one, before asking them to complete the worksheets.)

When they have finished, ask each group to feedback on the examples they have agreed on. This may warrant a discussion on why some groups had different interpretations to others.

Ask the students to write their names on the worksheets and return them to you for use in Lesson 19.

Lesson 18

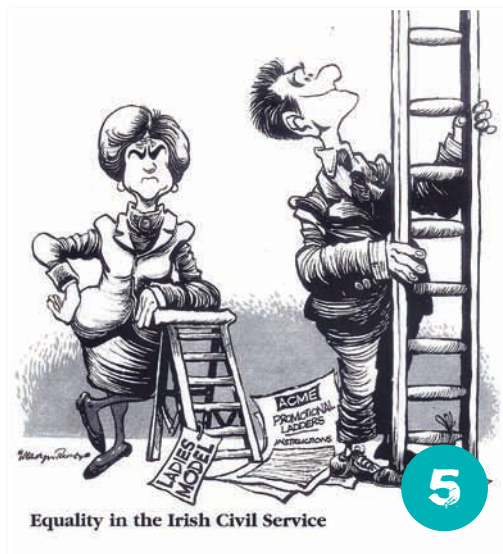
Use the same methodology as above to explore the other two dimensions of equality – Participation in Decision Making and Equal Relationships.



Note: Refer to the Key Equality Questions on page 7 for questions which will be useful for Lessons 17-19.

Note: For further explanation of the 4 Dimensions see *Guidelines for Second Level Schools on Embedding Equality in School Development Planning* (2010) at <http://www.equality.ie/en/Publications/Good-Practice-Publications/?pageNumber=2>

EQUAL OPPORTUNITIES AND OUTCOMES IN WORK AND EDUCATION



EQUAL OPPORTUNITIES IN WORK AND EDUCATION

Look at the Equal Opportunities pictures. Describe what you see in each image.
Who has access to equal opportunities and outcomes?

1. _____
2. _____
3. _____
4. _____
5. _____

Why do you think that?

Who does not have access to equal opportunities and outcomes? What would you say the barriers to equality are for those people?

Can you think of groups of people who do not have equal opportunities and outcomes – in education, jobs, or in society in general?

Now discuss what you think equal opportunities and outcomes for everyone would look like in practice.

Record 3 examples below.

3 Examples of Equal Opportunities and Outcomes

1. _____
2. _____
3. _____

EQUAL RECOGNITION & RESPECT FOR WHO WE ARE



Image courtesy of Derek Speirs



Image courtesy ILGA Europe



Image courtesy of C Harrison

EQUAL RECOGNITION & RESPECT FOR WHO WE ARE

Look at the Equal Recognition and Respect pictures. What is the message of each picture?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Who is at risk of being rejected or suffering exclusion in society?

Who belongs to a group which is often 'invisible' or ignored in society?

Who is at risk of being stereotyped by others?

Discuss what you think equal respect should mean in practice.
Record 3 examples below.

3 Examples of Equal Respect for who People are in Practice

1. _____
2. _____
3. _____

EQUALITY - PARTICIPATION IN DECISION MAKING



Working on our Class Agreement



EQUALITY - PARTICIPATION IN DECISION MAKING

Who makes the decisions for whom?

Look at the Participation photos. What is the message of each of them?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Which of the people in the photos have a say in decisions that affect them?

Can you think of four different ways in which people can have a say?

1. _____
2. _____
3. _____
4. _____

Think of what having a say and taking part in society should mean in practice.
Record 3 examples below.

3 Examples of Equality of Participation

1. _____
2. _____
3. _____

EQUALITY IN RELATIONSHIPS



Image courtesy of Conor Healy Photography



One In Five **LGBT** People Skip School Because They Fear Being Bullied.

2



3



5

GLEN: Building on the Success of Civil Partnership



4



6



7

EQUAL RELATIONSHIPS WORKSHEET

Look at each of the Equal Relationships pictures. What is the message of each one?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Can you think of ways in which the school, community and society promotes positive relationships and solidarity between groups of people who are different?

If people are isolated in the community, how do you think this affects them?

Think of what Equal Relationships should mean in practice.

Record 3 examples below.

Equality in Relationships Means:

1. _____
2. _____
3. _____

LESSONS 19

EXAMPLES OF THE 4 DIMENSIONS OF EQUALITY IN PRACTICE

ACTIVITY ONE

Learning Intentions

- ⇒ Students will be able to translate the four dimensions of equality into real life
- ⇒ Students will begin to develop empathy with those who suffer inequality

Resources



- ⇒ Copies of the Fact sheets – enough to give 1 to each group of 4-5 students
- ⇒ Copies of the Group Report Sheet for each group enlarged to A3 size
- ⇒ The students 4 Dimensions sheets collected during the previous two lessons

Ask the students to return to the groups they were in during the previous two lessons and distribute their 4 Dimensions worksheets to them. Tell them they are going to explore what the 4 Dimensions of equality mean in practice in our society. Give each group the Fact Sheets for the same two dimensions they had looked in the previous two lessons (pages 70 to 73), and the Group Report worksheet on page 69.

Ask them to read carefully through the facts and decide how these fit in with their examples from the previous two lessons. They should identify what they had included, what had been missing, and revise their examples in the light of their discussion.

Then they should move on to discuss how the inequalities they have identified could be removed, using the questions on the Group Report Sheet on the next page:

- ⇒ Causes of the inequalities
- ⇒ What Government could do
- ⇒ What institutions/organisations could do
- ⇒ What individuals could do

They should then summarise their discussions and complete their Group Report Sheet.

Finally ask each group to present their report to the rest of the class and ask the class to identify the three most important things they have learned over the last three lessons.

GROUP REPORT ON THE DIMENSION OF

Over the last three lessons, the most interesting thing we learned was:

Something that surprised or shocked us was:

We believe the inequalities we discussed are caused by:

OUR SUGGESTIONS

What government could do:

What institutions, organisations or companies could do:

What individuals could do:

We now think this Dimension of Equality means:

EQUAL OPPORTUNITIES FACTSHEET

EDUCATION

48.3%

of girls leaving school in NI in 2011 went on to higher education, compared to only 35.5% of boys.

2.7%

of boys leave school in NI without any GCSEs, compared to 1.7% of girls. (Department of Education Northern Ireland 2011)

LIFE EXPECTANCY

The life expectancy of Traveller men on the island of Ireland is **61.7 YEARS**, compared to 76.8 for the general population. (This is the same as the life expectancy of the general population in the 1940s.) (DOHC All Ireland Traveller Health Survey, 2010)

HEALTH

Traveller infant mortality rate on the island of Ireland is **14.1 PER 1,000** live births, as compared to 3.9 per 1,000 live births for the general population. (DOHC All Ireland Traveller Health Survey, 2010)

EMPLOYMENT ONLY 35%

of people with disabilities are employed in NI, compared to 76% of people without disabilities (Labour Market Statistics Bulletin: Northern Ireland, 2012)

WOMEN'S

average hourly pay is 6% less than men's. (Labour Market Statistics Bulletin: Northern Ireland, 2012)

MIGRANT WORKERS

ESRI research, commissioned by the Equality Authority in 2008, found that job applicants with identifiably non-Irish names were less than half as likely to be called for interview as those with typical Irish names. Compared with similar experiments carried out in other countries, the level of discrimination recorded for Ireland is high. (www.equality.ie)

Migrant workers are often exploited by employers and paid less than the official minimum wage.

DOMESTIC WORKERS

are especially vulnerable.

EQUAL RESPECT FACTSHEET

STEREOTYPING PEOPLE WITH DISABILITIES

and their concerns are either invisible, marginalised, or depicted by negative stereotypes in the media. The world as represented on television fails to include them as a significant element in society. They may feature occasionally in news or magazine programmes but they rarely appear as regular characters in drama or other popular television forms. (National Disability Authority)

Many **MUSLIM WOMEN** share the experience of facing an entire set of assumptions about their faith, politics, preferences, education, class, and so on, based on whether they choose to wear a headscarf or not. (Sahar Ullah, 2012)

PREJUDICE

Numerous studies have shown that Irish and Northern Irish people do not want to live beside certain groups of people. In a survey of almost 5,000 Irish post-primary students, 42% said they would not be happy to have Travellers living near them. (Tormey and Gleeson, 2012)

OVER 20,000

young people at second level are lesbian, gay or bisexual, and every class will therefore have an average of two students who are LGB. Yet this sizeable number is still largely invisible in any meaningful or positive way (NUI Maynooth and Gay Lesbian Equality Network, 2010)

Whilst any ethnic group living in Ireland can experience racism, the evidence suggests that

BLACK PEOPLE

living in Ireland are most likely to experience racist discrimination, harassment and racially motivated crimes. (EU Agency for Fundamental Rights, 2009)

Stereotypes about why people are homeless, the type of people who become homeless and assumptions about their behaviour can affect the services available to them. For example, the opening of a hostel for **HOMELESS PEOPLE** is opposed by other members of the community. (Department for Social Development N.I., 2009)

EDUCATION

School text books have very little content which relates to minority ethnic groups, people with disabilities, or people from other minority groups.

PARTICIPATION FACTSHEET

PARTICIPATION BY YOUNG PEOPLE IN SCHOOL

'Often Student Councils are only allowed to work on activities such as fund-raising etc. rather than taking part in decision-making regarding school planning and policy, they are therefore prevented from participating in the school community.' (ISSU, Irish Secondary Students Union, 2010).

STUDENT VOICE -

consulting students on classroom processes leads them to be more engaged with learning (www.cpal.qub.ac.uk)

REPRESENTATION IN POLITICS

Only 18 out of the 108 MLAs in NI are women. That is **16.7%**

ONLY 15% of TDs in the Dáil are women.

Overall, between the Dáil, Seanad, MEPs, Local Councils, men represent **75%** of the total number of representatives.

The Irish government is proposing a **30%** gender quota for the candidates of political parties at general elections. Parties that fail to meet the quota of women candidates will face a 50% reduction in State funding. Some people disagree with this as they believe it is women's choice not to stand for election.

In Sweden, women are almost **50%** of the parliament representatives.

68% OF PEOPLE AGED OVER 60

said that society does not take their views and opinions into consideration. (NI Survey, 2009)

RELATIONSHIPS FACTSHEET

BULLYING FIGURES FOR SCHOOLS

43% of primary school children perceived they had been bullied (NI)

but teachers believe the real figure is much higher than that. (BBC NI News 14/11/11)

31% of primary school children perceived they had been bullied (ROI)

In 2009, **40%** of Irish teenagers reported they had suffered from cyber-bullying (Microsoft survey, 2009)

17% of Year 9 pupils surveyed in 2011 had experienced cyber bullying

BULLYING IN THE WORKPLACE

The highest rates of bullying occur in education, public administration, health and social work and transport and communications, with between 12% and 14% of workers bullied. Generally, the rate of bullying in the public sector is higher than in the private sector. (ESRI, *Bullying in the Workplace: Survey Reports*, 2007)

SEXUAL ORIENTATION

Under Irish and Northern Irish law, Gay and lesbian couples are not entitled to marry. They have a lesser form of contract – civil partnership.

OLDER PEOPLE

often suffer from isolation within the community. Some schools have run very successful intergenerational projects. For example, students have taught older people computer skills, or older people have taught knitting to students. These projects have provided an opportunity for older and young people to share skills and experiences and to get to know each other through working together.

LESSONS 20-22

EQUALITY - CASE STUDIES OF YOUNG PEOPLE AND MIGRANT WORKERS

Learning Intentions

Students will:

- ⇒ Have an opportunity to hear from other young people how they experience inequality
- ⇒ Develop empathy with the young people in the videos
- ⇒ Identify ways in which the situation of the young people in question could be made more equal.
- ⇒ Understand the inequalities experienced by migrant workers in both jurisdictions

Resources Activity One



- ⇒ Video *Getting to Grips with Racism* or at <http://www.youtube.com/watch?v=c42WbgSbT1Q>
- ⇒ Video *Making Ireland Home* on accompanying DVD or at <http://vimeo.com/31951767>
- ⇒ Copies of the Worksheet on pages 75-76 – one for each student

Note: If there are migrant students or students with disabilities in the class, it is important not to turn the spotlight on them by, for example, asking them if they have had similar experiences. (They may volunteer information but should not be put under pressure to do so, as this could put them in a vulnerable position). Concentrating on the experiences of the people in the videos means the issues can be discussed safely by all students, without personalising them.

The following five activities use video clips to provide examples of how young people and migrant workers experience inequality. Each one will take one lesson, and you may choose to use one or more of them.

ACTIVITY ONE

Making Ireland Home –

Young People and Racism (Equal Respect)

(1 class period required)

The video *Making Ireland Home* was made by young migrants as part of a project run by the Migrant Rights Centre of Ireland (www.mrci.ie). In it they discuss their experiences of coming to Ireland, their identity, their experiences of racism in school and elsewhere, and their hopes and aspirations for the future. The video is 24 minutes long but is divided into sections which can be used on their own to explore different topics. For this class you will use the section on Racism.

Begin by showing the clip from *Getting to Grips with Racism* where Anna Lo, MLA, talks about racism and sectarianism racism. (This is a 1 minute clip and starts at 2.20 minutes into the video.) Then show the section on Racism from *Making Ireland Home*. (This is a five minute clip and it starts at 4.44 minutes into the video). Show the clips once to the students and ask them to note down their immediate reactions to them. Then give out the Making Ireland Home worksheet to each student and show the clips a second time, asking them to look for the answers to questions 1-6 on the worksheet.

Check their answers, and then ask them to discuss, in groups of 4/5, questions 7-8 on the worksheet.

Take feedback of key points from the groups and record points of agreement and/or disagreement, as well as any issues they feel strongly about. This could lead on to the class taking some form of action if they feel racism is an issue in the school or community.

MAKING IRELAND HOME WORKSHEET

As you are watching the video, look for the answers to questions 1-6 only. You will discuss Questions 7-8 later in small groups.

1. The young people and Anna experienced racism in different ways. Can you list four examples given in the clips?

2. How young were some of the group when they first experienced racism? Where did this happen?

3. Larry describes the differences between direct and indirect racism. Can you briefly describe what they are?

4. What, according to the young people, are the reasons for people to be racist?

(cont'd overleaf)

5. How did the young people feel when other people were racist towards them?

6. Larry talks about people being Irish and part of the new Irish dream. What are the barriers for these young people in being accepted as Irish by the rest of the population?

7. What could an individual do hear someone making someone makes a racist comment?

8. What could students, staff and management do to prevent racism in schools?

ACTIVITY TWO

View from Here –

Young People and Disability
(Equal Relationships and Respect)
(1 class period required)

Resources



- ⇒ The video *The View from Here*
- ⇒ The teachers notes
- ⇒ Copies of the worksheets for each student. These are accessible at <http://www.iwa.ie/dvd/youth/View-From-Here.aspx> and <http://www.iwa.ie/Docs/youth/view-from-here-booklet.pdf>

The video *The View from Here* was made by the Irish Wheelchair Association to increase awareness of the inequality experienced by people with disabilities. The idea for the video came from Claire and Marie Kenny, two 14 year old twins, one of whom has a disability and is a wheelchair user. They wanted to help other young people understand how people with disabilities can be treated unfairly.

The video is 12 minutes long and includes a number of sections with a place to pause at the end of each section for discussion. The accompanying teachers' notes and worksheets takes you through each section and provides background information and activities for the students.

ACTIVITY THREE

Stopping Homophobic Bullying

in Schools

(1 class period required)

Resources



- ⇒ The two *Stand Up* campaign videos on the accompanying DVD or accessible at http://www.youtube.com/watch?v=lrJxqvalFxm&feature=player_embedded and at http://www.youtube.com/watch?v=uzKUIXWop6c&feature=BFa&list=UUP4wa86yjiN_-3uBR1gqH-Q.aspx?video=yes&videoid=6295

Homophobic bullying is the most prevalent form of bullying in schools. *Belong To* is an organisation which supports LGBT (gay, lesbian, bisexual and transgender) young people throughout Ireland, and combats homophobia through its campaign *Stand Up* (www.belongto.org). Begin by asking the students, in pairs, to think about why young people are bullied in school and in their communities.

Ask for some feedback and list some of the forms of bullying on the board. If homophobic bullying has not featured in the list, ask them are they aware of people being bullied because of their sexual orientation. Then tell them that this is one of the most prevalent forms of bullying in schools and introduce them to the *Stand Up* campaign being run by *Belong To*. This campaign is being supported by many celebrities, including Colin Farrell, whose brother Éamonn was bullied in school because he was gay. Show the students the first *Stand Up* video. You could follow this with the second video, a short clip of actors who from the TV series *Raw*, who support the campaign.

Then in groups of 3 to 4, ask the students to discuss what needs to happen in schools to stop LGBT students from being bullied, using the following questions:

- ⇒ What could the school management do?
- ⇒ What could the Student Council do?
- ⇒ What could individual students do?

ACTIVITY FOUR

I came here for...

Migrant Workers in Northern Ireland
(Equal Opportunities) (1 class period required)

Resources



- ⇒ The video *I came here for...*
- ⇒ The project booklet with activities and information

Both of these can be downloaded from <https://vimeo.com/22129680#> and http://www.ictu.ie/download/pdf/i_came_here_for_layout_1.pdf

The Northern Ireland Congress of Trade Unions, supported by the Equality Commission and the Community Relations Council, has produced guidance and a video *I Came here for...* for trade unions to raise awareness about race equality and to encourage the development of strategies to achieve equality for workers and customers in a diverse Northern Ireland. The video shows migrant workers talking about their experiences and it debunks many of the negative myths about migrant workers, such as, they are causing unemployment.

The video is 22 minutes long but can be used in sections to examine one of the myths or specific experiences of the migrant workers. The project booklet contains case studies, and activities. While these were designed for use with union officials and workers, they can be easily adapted for students.

ACTIVITY FOUR

The Exploitation of Mushroom

Workers in Ireland

(Equal Opportunities and workers' human rights)

Resources



⇒ The video *Organising Mushroom Workers in Ireland* This is or accessible at http://www.youtube.com/watch?v=2dCRMbVMhMo&feature=player_embedded

In 2010, migrant women were working in forced labour on mushroom farms. Women were working in extremely bad conditions, were paid €4 per hour and had no time off to cash cheques or to buy food. SIPTU (Services, Industrial, Professional and Technical Union) and MRCI (the Migrants Rights Centre Ireland) united workers to change slavery-like working conditions. More than 500 workers took collective action to directly challenge their management about exploitation and their concerns with the conditions of employment.

440 workers now receive proper pay that was previously withheld by employers, have better conditions and are able to meet with the union at their workplace. Now, a Registered Employment Agreement clearly sets out terms and conditions, rates of pay, holiday entitlements and sick pay for the industry.

The video *Organising Mushroom Workers in Ireland* tells the story of the exploitation and the actions taken to ensure the women got their rights. Use the clip where Inese from Latvia describes their working conditions and what happened when SIPTU and MRCI got involved. This is almost 4 minutes long and starts at 7.41 minutes into the video.

Show the clip to the students once and ask for their immediate reactions. Then show it to them again and ask them to:

- ⇒ List the ways in which the women were being exploited
- ⇒ What human rights were being denied to the women
- ⇒ The reasons why the women did not take action before the union got involved
- ⇒ Explain why the employer was so angry when Sintja from the union came to speak for the women.

Then show the last 2 minutes of the video from 13.19 onwards and ask them to identify:

- ⇒ How Inese's thinking has changed since the union involvement
- ⇒ 3 ways in which the life of the workers has been improved
- ⇒ What rights have they now gained

Finish with a discussion on how the rights of migrant workers are linked to everyone in who buys mushrooms, and to all those who benefit from the work of migrant workers in other areas such as health and other service industries.

SECTION FOUR EQUALITY AND THE LAW

LESSONS 23

UNDERSTANDING DISCRIMINATION, HARASSMENT AND VICTIMISATION

Learning Intentions:

Students will understand:

- ⇒ What discrimination is
- ⇒ The difference between direct and indirect discrimination
- ⇒ What harassment and sexual harassment are
- ⇒ What victimisation is

Resources Needed



- ⇒ Levels of Likelihood of Discrimination signs (see Preparation below) and Blu tac for attaching to walls
- ⇒ A set of the cards pages 83-86 – sufficient to give one card to each pair of students
- ⇒ Copies of the Discrimination, Harassment and Victimisation definitions on the next page – one for each student.

Preparation

- ⇒ Type out each of the levels of likelihood of discrimination on page 82, on A4 pages, using the largest font possible, and print them out.
- ⇒ Photocopy and cut out the cards on pages 83-86, enlarging them to twice their size (Each card = A5) so that they can be read by the whole class.

ACTIVITY ONE

Divide the students into small groups and give each group a copy of the definition sheet on the opposite page.

Go through the definitions of discrimination and harassment, making sure that the students understand what they mean, then ask each group to come up with at least one additional example for each type of discrimination or harassment.

(The students should keep these sheets in their folders so that they can refer to them in Lesson 25.)

"ALL HUMAN BEINGS ARE BORN FREE AND EQUAL IN DIGNITY AND RIGHTS."

Article 1 UN Declaration on Human Rights

DISCRIMINATION, HARASSMENT AND VICTIMISATION

DISCRIMINATION

DISCRIMINATION

means treating someone in a less favourable way than another person in a similar situation.

Discrimination can be direct, indirect, or by association.

DIRECT DISCRIMINATION

occurs if a person is treated less favourably than another person in a similar situation.



Example: a woman is paid less than a man for doing the same job.

INDIRECT DISCRIMINATION

occurs when a person is put under a disadvantage by a rule, practice or process which at first sight appears to be neutral.



Example: an employer insists that everyone applying for a job needs a driving licence, although this is not essential to the job. This would disadvantage some people with disabilities.

DISCRIMINATION BY ASSOCIATION

occurs if someone is treated less favourably than others because they are associated with someone else.



Example: A man in Northern Ireland is discriminated against because he is married to a Catholic.

HARASSMENT

HARASSMENT

is behaviour which is unwelcome, hostile, intimidating, humiliating, or offensive.

SEXUAL HARASSMENT

is a form of unwanted behaviour of a sexual nature.

Both types of harassment can consist of words, gestures, physical behaviour, or written materials.



Example: a person sends an email to other employees with offensive comments about a colleague.

ACTIVITY TWO

Who is most likely to suffer from Discrimination?

Divide the students into pairs. Give each pair a name card and ask them to think back to the last two classes and use what they learned there and from the handout on Discrimination and Harassment to decide how likely the person on their card is to suffer discrimination in today's society.

There are 4 levels of likelihood of people being discriminated against. They are:

- ⇒ Extremely likely
- ⇒ Fairly likely
- ⇒ Fairly unlikely
- ⇒ Extremely unlikely

Give the students about five minutes to make a decision and to come up with at least two reasons for their decision. They should record the reasons in their folders.

The next step is to visually show the class the groups which fall into each category, through asking the students to stand in a space representing the level of discrimination they envisage. This can be done by naming each corner of the classroom as one of the four levels and placing one of the large signs on the wall, or, if you have space, creating a spectrum across the front of the classroom. Ask each pair, in turn, to hold their card up so that it can be read by the others and to stand in the appropriate space. Randomly ask a number of the pairs to explain why they choose that level of likelihood. If anyone challenges where others are standing,

give them an opportunity to question this. Then ask all the students standing in each space to compare their reasons for assuming levels of discrimination and to identify **two** key reasons that they agree on.

Record the groups which the students have placed at each level, and their key reasons on the board and ask the students to copy these into their folders.

Finish with a short class discussion on the fact that they made their decisions on the basis of just one aspect of each person's identity. Everyone has many aspects to their identity and people can be discriminated against on several grounds at the one time – for example, a woman with a disability could be discriminated against on grounds of gender and disability, or a Turkish Muslim on grounds of ethnicity and religion. Encourage them to draw out the significance of multiple grounds for discrimination and the level of inequality that can result.

"EVERYONE HAS MANY ASPECTS TO THEIR IDENTITY AND PEOPLE CAN BE DISCRIMINATED AGAINST ON SEVERAL GROUNDS AT THE ONE TIME"

**LIKELIHOOD OF BEING
DISCRIMINATED AGAINST CARDS**

JOHN

I am 75 years old and a
very keen gardener

AOIFE

I am visually impaired

PATRICK

I am a 20 year old
Irish Traveller

**LISA AND
YVONNE**

We are a couple
with 2 children

JOANNA

I am a transgender
woman who was
born a man

FRANK

I am 22 years old
and have a long term
mental illness

MICHELLE

I am 14 and I help look
after my mother who
is very ill

SHARON

I am a single mother
with 2 young children

PETER

I am a wheelchair user

PAUL

**I am an Irish
company director**

MARIAM

**I am a Muslim
woman who wears
the hijab (veil)**

CHINEDU

**I am a 28 year old
Nigerian man**

GAVIN

I am a 16 year old
school student and
play a lot of sports

ANGELLA

I am a Primary
school teacher and
a humanist

SUSAN

I am 78 years
old and live in a
nursing home

GEORGE

I am a Protestant
working with mainly
Catholic colleagues

LESSONS 24

WHO IS PROTECTED BY THE LEGISLATION?

Learning Intentions

- ⇒ Students will understand who is protected by the equality/anti-discrimination legislation

Resources



- ⇒ Large Grounds Sheet for your jurisdiction on either page 90 or 91 photocopied and enlarged to A3 if possible.
- ⇒ Copies of the Cards on page 92 or 91, one complete set for each group of 3-4 students

NB Please Read the Notes on the Grounds/Groups on page 88 before commencing the activity.

ACTIVITY

Who does the Legislation protect?

Explain to the students that the equality/anti-discrimination legislation in both jurisdictions aims to do two things:

- ⇒ Protect people from discrimination or harassment
- ⇒ Promote equality in society

The legislation however, only covers discrimination or harassment on the basis or the ground of belonging to a particular group in society, for example, male or female. The 'Grounds', as they are called in Ireland, or membership of certain groups, offer protection in certain circumstances, but not all, and the grounds or groups differ slightly between the two jurisdictions. (Note that in Ireland, all of the grounds are included within the Equality Acts, whereas in Northern Ireland specific acts apply to specific groups. See summary of the legislation in Lesson 26)

Divide the class into threes or fours. Give each group a set of the cards on page 92 and a copy of the grounds or groups for your jurisdiction.

Ask the students to take each card in turn and to decide which ground or group that person would fit into. **Note that some people do not fit into any of the grounds and those cards should be left in a separate pile.** (You could run this as a competition to see which pair will complete the sorting first). The answers are given on page 89.

When they have finished, ask for volunteers to report on who they have included under the various grounds or groups. Then ask them to think about why some groups of people are not included in the legislation and see if they can think of

other groups who are not included. They should discuss these questions with the pair beside them. Finally take some feedback on key points of interest which have arisen for them.

Notes on the Grounds/Groups

- ⇒ **Gender (Ireland)** This includes transgender, as well as male and female.
- ⇒ **Sex (Northern Ireland):** This includes transgender, as well as male and female, married people and pregnant women.
- ⇒ **Race:** This includes language, nationality, skin colour and ethnicity. In Northern Ireland it also includes Irish Travellers.
- ⇒ **Member of the Traveller Community:** This ground was included in the Irish Equality legislation because Travellers are not officially recognised as an ethnic group in Ireland. However, in Northern Ireland, Scotland, England and Wales, Irish Travellers are recognised as an ethnic group and are therefore covered under the Race ground.
- ⇒ **Political Opinion:** This category was included in the Northern Ireland legislation because of the polarised political groups in the jurisdiction and because of the history of discrimination against people because of their political affiliations. It was not felt necessary to include it in the legislation in Ireland.
- ⇒ **Age:** Young people under 18 are not covered under the age ground by the Irish Equal Status Act, but are covered under all the other grounds.

Why are some grounds or groups not included in the legislation?

Married people were included under the Sex ground to ensure equal pay for women, but widowed, separated and single people are not protected under any of the grounds in Northern Ireland. It is not clear exactly why groups such as ex-prisoners, for example, are not included in legislation in either jurisdiction, as they are known to be at risk of suffering inequality and discrimination.

Not included under any of the grounds:

A person from a disadvantaged area, a person who is long-term unemployed, an ex-prisoner, *plus in Northern Ireland, a divorced person, a widowed person, a single person, a parent of a child under 18.* These people are not protected under the equality or anti-discrimination legislation on the basis of these facts – they are of course protected under all the other grounds or categories which apply to them.

Note: Section 75 of the Northern Ireland Act 1998 includes broader categories of people, see page 96.

ANSWERS FOR IRELAND

GENDER: Man, woman, transgender person

AGE: Older person, younger person

CIVIL STATUS: Married person, civil partner, single person, widowed person, divorced person

FAMILY STATUS: Parent of child under 18, pregnant woman, full time carer of person with a disability

RELIGION: Buddhist, Catholic, Jew, Muslim, Protestant, Humanist, Atheist

SEXUAL ORIENTATION: A gay man, a lesbian woman, a bisexual person, a person who is straight

RACE (NATIONALITY, SKIN COLOUR, ETHNICITY): Irish national, Northern Ireland citizen, British person, Polish person, Nigerian person, a black person, a white person

DISABILITY: Wheelchair user, person who is visually impaired, person with epilepsy, person with dyslexia, person with an intellectual disability, a person who suffers from depression, person with cancer, person who is HIV positive

MEMBERSHIP OF THE TRAVELLER COMMUNITY: Irish Traveller

NOT INCLUDED: Person from a disadvantaged area, person who is long term unemployed, an ex-prisoner.

ANSWERS FOR NORTHERN IRELAND

SEX: Man, woman, transgender person, married person, pregnant woman

AGE: Older person, younger person

RELIGION: Buddhist, Catholic, Jew, Muslim, Protestant, Humanist, Atheist

POLITICS: Loyalist, Republican, Unionist, Nationalist

SEXUAL ORIENTATION: A gay man, a lesbian woman, a bisexual person, a person who is straight, a civil partner

RACE (NATIONALITY, SKIN COLOUR, ETHNICITY): Irish national, Northern Ireland citizen, British person, Polish person, Nigerian person, a black person, a white person, Irish Traveller

DISABILITY: Wheelchair user, person who is visually impaired, person with epilepsy, person with dyslexia, person with an intellectual disability, a person who suffers from depression, person with cancer, person who is HIV positive

NOT INCLUDED: Divorced person, widowed person, single person, parent of child under 18, person from a disadvantaged area, person who is long term unemployed, an ex-prisoner.

GROUNDS NORTHERN IRELAND

Sex

Age

Disability

Sexual Orientation

Religious Belief

Race
(nationality, skin
colour, ethnicity)

Political opinion

GROUNDS IRELAND

Gender

**Civil
(marital) status**

Family status

Sexual Orientation

Religion

**Race (nationality,
culture, skin
colour, ethnicity)**

Age

**Membership of
the Traveller
community**

Man	Woman	Transgender Person
Older person	Younger person	Person with cancer
Protestant	Catholic	Muslim
Buddhist	Humanist	Jew
Atheist	Person from disadvantaged area	White person
Black person	Irish national	Northern Irish citizen
British person	Polish person	Nigerian person
Married person	Divorced person	Single person
Pregnant woman	Wheelchair user	Person who is visually impaired
Person with dyslexia	Person with epilepsy	Person who suffers from depression
Person with learning difficulties	Person with an intellectual disability	Irish Traveller
A Nationalist	A Unionist	A Loyalist
A gay man	Person who is long term unemployed	A Republican
A lesbian woman	A person who is bisexual	A person who is straight
A widowed person	An ex-prisoner	A civil partner
Full time carer	Person who is HIV positive	Parent of child under 18

LESSONS 25

MAIN PROVISIONS OF THE EQUALITY/ ANTI-DISCRIMINATION LEGISLATION

Learning Intentions

Students will know about:

- ⇒ The main acts comprising the equality/anti-discrimination legislation in both jurisdictions

Resources



- ⇒ Copies of the Key Points of the legislation in your jurisdiction, one for each student
- ⇒ Copies of the Scenarios on pages 97-98, one for each pair of students

ACTIVITY ONE

Begin by asking the students what they already know about the legislation.

- ⇒ Do they know the names of any of the Acts?
- ⇒ What do the Acts prohibit?
- ⇒ In what situations do they offer protection?
- ⇒ What does provision of services include?

Give out a copy of the Key Points of the legislation for your jurisdiction to each student (pages 94-96). Give them a few minutes to read through the points and to ask questions for clarification if needed. You could check for things such as:

- ⇒ Did anything surprise them?
- ⇒ Was anything difficult to understand?
- ⇒ What was their main impression of the law as it relates to equality and anti-discrimination?

Two points you may need to clarify for them are:

- ⇒ Employment equality and anti-discrimination law covers not just work, but training and vocational training
- ⇒ Provision of goods and services covers a wide range, including education, health services, shops, restaurants, bars, night clubs, rental accommodation and clubs.

Then give each pair a copy of the scenarios on pages 97-98 and ask them to work in pairs to match up the scenarios with the relevant law or legal provision. (You may wish to divide the scenarios up between the class so each pair have less scenarios to match up.) They may also refer back to the Discrimination and Harassment handout on page 81 for clarification.

Check their answers and discuss any questions which arise from them. (The answers for each jurisdiction are given on page 99)

IRISH EQUALITY LEGISLATION

Key Points

There are two Equality Acts, the Employment Equality Acts and the Equal Status Acts. (They are called Acts rather than Act, as they have both been amended a number of times since they were first introduced.)

⇒ The **Employment Equality Acts 1998-2011** prohibit discrimination under nine grounds in employment, including vocational training and work experience.

⇒ The **Equal Status Acts 2000-2011** prohibit discrimination under nine grounds in relation to buying and selling goods, providing services, accommodation and access to education.

In some cases, the Acts allow people to be treated differently. For example, primary and secondary schools may be for one gender only.

Disability – Reasonable Accommodation

⇒ Under the Employment Equality Acts, an employer must take appropriate steps to enable a person who has a disability to have access to employment and to participate in employment and training.

⇒ Under the Equal Status Acts, educational institutions, service providers, and clubs must do all that is reasonable to accommodate the needs of a person with a disability.

⇒ They do not have to make special accommodation if this would cost them a lot of money.

Special Treatment

Employers and service providers can give special treatment to people in order to promote equality of opportunity or to accommodate people with different needs.

Schools

⇒ Schools are not allowed to discriminate in their admissions policy, but denominational schools can favour young people on religious grounds.

⇒ Under the **Education (Welfare) Act 2000**, schools must have a code of behaviour which expects people to behave in a way that respects diversity across the nine grounds. It should also describe what steps that will be taken if someone is harassed or sexually harassed.

NORTHERN IRISH ANTI-DISCRIMINATION/ EQUALITY LEGISLATION

Key Points

The legislation in Northern Ireland related to anti-discrimination and equality consists of a number of acts, rather than one Equality Act as in Britain. The acts relate to employment, and to the provision of goods, services, and education.

Anti-Discrimination in Employment

⇒ Equal Pay Act (Northern Ireland)

1970 amended 2004. This obliges employers give to men and women equal pay for the same work.

⇒ Employment Equality (Age) Regulations (Northern Ireland)

2006. This prohibits direct and indirect discrimination on grounds of age in employment, vocational training, and further and higher education.

Special Treatment

Employers and service providers can give special treatment to people in order to promote equality of opportunity or to accommodate people with different needs. For example, the PSNI is obliged to work towards achieving an equal number of Catholics and Protestants in the force.

Anti-Discrimination in Employment and in the Provision of Goods, Services, and Education

⇒ **Sex Discrimination (Northern Ireland) Orders 1976** and amended 1988-2008. These prohibit direct and indirect discrimination on the grounds of gender, including transgender, marital status, pregnancy and maternity leave.

⇒ **Disability Discrimination Act 1995**, extended 2004-2006. This prohibits direct and indirect discrimination on the grounds of a wide range of physical and intellectual disabilities, including people with cancer, HIV and mental ill health. It also obliges employers and service providers to make reasonable adjustments to ensure that a person can access employment and services.

⇒ **Race Relations (Northern Ireland) Order 1997**, extended in 2009. This prohibits direct and indirect discrimination on the grounds of colour, race, nationality, ethnic or national origin. Irish Travellers are specifically named in the act.

⇒ **Fair Employment and Treatment (Northern Ireland) Order 1998**. This prohibits discrimination on the grounds of religious belief and/or political opinion in the fields of employment, the provision of goods, facilities and services, the sale or management of land or property, and further and higher education. It also obliges employers with over 10 employees to inform the Equality Commission every year of the community background, sex and occupation of their employees.

⇒ **The Employment Equality (Sexual Orientation) Regulations (NI) 2003** and the **Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006**. These prohibit direct or indirect discrimination on the grounds of sexual orientation in employment and the provision of goods, services, education and public functions.

SECTION 75 OF THE NI ACT 1998

This is commonly called Section 75. It obliges public authorities to actively promote equality of opportunity for people who differ under nine categories:

**RELIGIOUS
BELIEFS**

**POLITICAL
OPINION**

RACE

AGE

**MARITAL
STATUS**

**SEXUAL
ORIENTATION**

GENDER

**ABILITY/
DISABILITY**

**WHETHER
THEY HAVE
DEPENDANTS
OR NOT.**

They are also obliged to promote good relations between people of different religious beliefs, political opinion and race.

In practice, Section 75 means that public authorities must develop equality schemes and must make sure that their policies promote equality for people in all the nine categories. Local councils have Good Relations Officers who work to promote good cross community and intercultural relations.

Note: These 9 categories include some groups of people not covered by the Anti-Discrimination/Equality legislation, for example people with dependents, divorced, widowed and single people.

SCENARIOS

Read the stories below and decide if there has been discrimination and if so, which law applies to this situation.

1. Michelle and Brendan were meeting friends Claire and Mike in a night club. They arrived a bit late and were refused admission on the grounds that the club was full. They texted their friends who said the club was half empty. Brendan is black, while Claire, Mike and Michelle are white.

Discrimination or not.....
Law.....
Ground.....

2. Julie received a verbal job offer by phone from a company. In accepting she mentioned that she was pregnant. She later received a letter saying her application had been unsuccessful

Discrimination or not.....
Law.....
Ground.....

3. Jeff, a pilot, was refused a travel discount card for his civil partner. His married colleagues received cards for their spouses.

Discrimination or not.....
Law.....
Ground.....

4. Linda came top of her group in her accountancy training and was been told she was a prime candidate for promotion to junior manager. When she went on sick leave and told her manager that she was suffering from depression, it was made clear to her that the company didn't want anyone with mental health issues in management. Eventually she felt she had no choice but to leave the company.

Discrimination or not.....
Law.....
Ground.....

5. Michelle applied for a job in a Catholic primary school. She was offered the job and accepted it. A week later she was asked whether she had a Catholic Religious Certificate (showing she was qualified to teach religion). She said she didn't, that she was a member of the Church of Ireland, but that she was familiar with the religious education programme and willing to teach it. She was told that wouldn't be a problem, but a few days later she was informed that proper procedures had not been followed and the job offer was withdrawn.

Discrimination or not.....
Law.....
Ground.....

6. Joe lives in a strongly Loyalist housing estate and is active in his local community. He works in a business in the town centre. A new person recently joined the staff, and has been harassing Joe because of where he lives and because of his community activities.

Discrimination or not.....
Law.....
Ground.....

7. Emma is interested in becoming an engineer. When she chooses engineering as a subject in school, her form tutor discourages her. He says the last girl who did it was bullied by the boys in the class and he suggests she does Home Economics instead.

Discrimination or not.....
Law.....
Ground.....

Continued overleaf

8. Margaret, an IT programmer, aged 55, was made redundant when the bank where she worked reduced their numbers. She registered with a recruitment agency who were confident she would get another job because of her high qualifications, skills and experience. They put her forward for a job with an IT company for which she was highly qualified, but it went to a younger person who was less well qualified. The agency told her that the company felt a younger person would fit in better with their team.

Discrimination or not.....
Law.....
Ground.....

9. Khedi, a Muslim woman from Chechnya, went into a shoe shop in a shopping centre, wearing her traditional national dress which includes a headscarf. For no apparent reason, the manager asked her to leave the shop. The only possible explanation was her appearance. She had previously been taken for a Roma and asked to leave other shops.

Discrimination or not.....
Law.....
Ground.....

10. James and Rosie, two young Travellers, were planning their wedding. They went to the hotel to discuss the wedding with the events manager and agreed the options they wanted. They were expecting to pay the usual 10% deposit, but were told by the manager that they would have to pay 50% up front, as the last Traveller couple to have their wedding there had not paid the bill. As they really wanted to have the reception there, they felt they had no choice but to pay the 50%.

Discrimination or not.....
Law.....
Ground.....

11. Chrissie moved to a new town to take up a job she had been offered. She phoned in response to an advertisement for a rented apartment and was told by the owner that she could have it, subject to references. When she went to see the apartment, with her references, the owner was initially very friendly. However, when Chrissie mentioned that she was a Traveller, the owner's manner changed and she said she would ring her to confirm. She phoned Chrissie later to say that the house was no longer available.

Discrimination or not.....
Law.....
Ground.....

12. Derek is 16. He is being bullied on Facebook by a group of boys from school who are making nasty comments about him because they think he is gay. They frequently call him names in school and have written comments on his locker. His tutor has told him that he just needs to toughen up and get on with it.

Discrimination or not.....
Law.....
Ground.....

13. Marie had worked in PR for two years. She applied for a new job in a large multinational company. She was told that part of the application process would be a written test on the day of interview. She informed the company that as she was visually impaired, she would require assistive technology to do the written test and would need extra time to complete it. The company told her that everyone would be expected to complete the test in the same time and that they could not provide assistive technology.

Discrimination or not.....
Law.....
Ground.....

ANSWERS TO SCENARIOS ACTIVITY

IRELAND

Scenario	Discrimination or Not	Law applicable	Ground
1	Yes	Equal Status Acts	Race
2	Yes	Employment Equality Acts	Family Status
3	Yes	Employment Equality Acts	Civil Status
4	Yes	Employment Equality Acts	Disability
5	Yes	Employment Equality Acts	Religion
6	Yes	Not covered in Irish legislation	Political opinion
7	Yes	Equal Status Acts	Gender
8	Yes	Employment Equality Acts	Age
9	Yes	Equal Status Acts	Race
10	Yes	Equal Status Acts	Membership of the Traveller Community
11	Yes	Equal Status Acts	Membership of the Traveller Community
12	Yes	Equal Status Acts	Sexual Orientation
13	Yes	Employment Equality Acts	Disability

ANSWERS TO SCENARIOS ACTIVITY

NORTHERN IRELAND

Scenario	Discrimination or Not	Law applicable	Ground
1	Yes	Race Relations Order	Race
2	Yes	Sex Discrimination Order	Sex
3	Yes	Employment Equality (Sexual Orientation) Regulations	Sexual Orientation
4	Yes	Disability Discrimination Act	Disability
5	No*	Fair Employment and Treatment Order	Religious belief
6	Yes	Fair Employment and Treatment Order	Political Belief
7	Yes	Sex Discrimination Order	Sex
8	Yes	Employment Equality (Age) Regulations	Age
9	Yes	Race Relations Order	Race
10	Yes	Race Relations Order	Race
11	Yes	Race Relations Order	Race
12	Yes	Equality Act (Sexual Orientation) Regulations	Sexual Orientation
13	Yes	Disability Discrimination Act	Disability

*The Fair Employment and Treatment Order does not apply to the recruitment of teachers in schools.

LESSONS 26

MAKING A COMPLAINT

Learning Intentions:

- ⇒ That students will learn how someone can make a complaint in case of discrimination
- ⇒ That students will learn from actual cases how discrimination can take place and what redress is available

Resources



- ⇒ Access to the Internet for the video clips on how to make a complaint
- ⇒ Copies of the Case studies for your jurisdiction printed off from the accompanying DVD. You will need 5/6 copies of each case (see activity instructions)

If someone feels that they have been discriminated against because of their membership of one of the groups protected under the legislation, they can make a complaint against the employer or service provider concerned.

For Northern Ireland, information is available on the Equality Commission website at http://www.equalityni.org/sections/default.asp?cms=Your%20Rights_Taking%20a%20discrimination%20case%20-%20a%20guide&cmsid=2_688&id=688&secid=2

For Ireland, information is available on the Equality Tribunal website in the form of a video at <http://www.equalitytribunal.ie/About-Us/Video/> Information is also available on the Equality Authority website at www.equality.ie/

The case studies on the accompanying DVD illustrate some of the ways in which various people have been discriminated against and have successfully taken cases under the equality and anti-discrimination legislation. There are five cases for each jurisdiction.

ACTIVITY

Show the students the video clip relevant to your jurisdiction and check that they broadly understand the process and the options available to people who have a complaint. Then divide the students into five groups and give each group copies of one of the Case Studies.

Ask them to discuss the cases and agree what their decision would be if they were making a decision on them. Then ask each group to briefly describe their case to the class and say what they have decided. Then either read out or give each group the actual decision that was made. Where this differed from the students' decision, the class could discuss the differences and the probable reasons for them. They may wish to look up further details of certain cases on the relevant websites as a homework activity.

Conclude the lesson with a walking debate on whether they believe the legislation is effective in protecting people from discrimination or not.

SECTION FIVE

CREATING A CULTURE OF EQUALITY

LESSONS 27

OUR VISION OF EQUALITY FOR OUR SCHOOL AND COMMUNITY

Learning Intentions:

Students will have an opportunity to:

- ⇒ Reflect on their understanding of equality and produce an Equality Vision Statement for their school, community or society
- ⇒ Reflect on what changes they would like to see happening to make society more equal

Resources



- ⇒ Sheets of flip chart paper – one sheet for each group of 4-5 students
- ⇒ Markers

ACTIVITY

Vision statements

Divide the students into groups of 4-5. Give each group a sheet of flip chart paper and some markers. Explain that the groups are going to imagine a future where equality is a reality and to write a Vision Statement of what that would look like in their school, their community, society and the world.

Ask the whole class to brainstorm all the words they associate with equality and promoting equality. Write these up on the board. Then assign groups to each of the following areas: school, community, society, the world. Ask the groups to choose words from the list generated by the class and to use them to write their Vision Statement.

Finally ask each group to present its Vision Statement to the rest of the class and display the statements in the classroom.

LESSONS 28

'YOUR EQUALITY BUCKET LIST'/

'IF YOU WERE A POLITICIAN'

Resources Needed



- ⇒ Flip chart paper and markers, 1 set for each group of 4-5 students
- ⇒ Trailer of the film The Bucket List at www.imdb.com/video/imdb/vi3367043353/
- ⇒ Access to the Internet to show the trailer

ACTIVITY

You can ask your students whether any of them have ever seen the blockbuster movie 'The Bucket List' starring Jack Nicolas and Morgan Freeman. The two men met in hospital when they both became diagnosed with cancer. Although from very different backgrounds and having very different lifestyles, the two became friends and decided to write a 'Bucket List' of all the things they really wanted to do or achieve but had put off.

Explain to the students that they are going to write their own 'Bucket List' which is going to be a list of the top priority things they would like to see done to improve inclusion and equality in their own lives in their locality, in their community, in Ireland and Northern Ireland or in the wider world. It can be as creative or imaginative as they like. Ask the groups to work on a list for the same area as the one for which they had produced their Vision Statement.

Alternatively, you can frame this idea in terms of the students being asked to imagine they are the next generation of politicians. If they were elected members of government, what bills or changes would they propose to improve inclusion and equality for all citizens.

When they have completed their list, take feedback from each group and ask them to identify any actions on the list that they, as young people, could influence. This is an opportunity for them to begin to think about perhaps taking action to promote equality in practical ways – either in school or in their community; or to look at issues on which they could lobby institutions or politicians. (See the following two pages for notes and suggestions on Taking Action for Equality.)

If the students are not in a position to take action as a class, it is recommended that you conclude the module by asking them to reflect on what they have learned from it. A template for a Reflection Sheet and other reflection ideas are included on the accompanying DVD.

TAKING ACTION FOR EQUALITY

Citizenship Education ideally includes an action component, so that students not only learn about equality but learn through active citizenship that they can make a difference, effecting change at a local level in their school or community, at a national or global level. As students work through this resource, there are ample opportunities for them to take action at different levels and on a range of issues. These are described and supported in the companion resource *Grounds for Action*.

Why take action for Equality?

As *Grounds for Action* argues, there are four good reasons for students to take action in relation to equality and diversity.

- ⇒ Stereotyping limits life experience and can lead to discrimination
- ⇒ Equality benefits everyone
- ⇒ Discrimination is against the law and negatively effects individuals and groups life experience
- ⇒ Recognising diversity makes for a richer life experience

What Kind of Actions can Students take

Taking action does not always have to mean doing something on a grand scale. Even small actions can make a difference to the students, to their school or community or to society. Actions included in *Grounds for Action* include:

- ⇒ Informing oneself
- ⇒ Engaging in debate
- ⇒ Informing others
- ⇒ Collaborating and working with others in the community
- ⇒ Lobbying or participating in an existing event, project or campaign
- ⇒ Organising an event or campaign

Grounds for Action provides guidance on structuring, evaluating and assessing an action, templates and guides to support students, and sample steps for a menu of twenty possible actions which students could choose from. The suggested actions cover all the grounds included in the equality/ anti-discrimination legislation and Section 75 of the Belfast Agreement, as well as covering some general areas related to diversity, identity and equality in general.

TWENTY ACTIONS AT A GLANCE

ACTION	ACTION FOCUS	METHOD
1	We Are In Diversity.	Develop of a class logo/symbol – display it or wear it.
2	Diversity In The Community.	Undertake a community study on diversity and mount a display –potentially in local library.
3	Diversity In Relation To Religion And Non-Religion.	Create a calendar of significant days and share your knowledge
4	Congratulations It's A Baby – Gender Stereotyping.	Create awareness of the impact of gender stereotyping through a public activity using gender neutral cards designed by the students or other articles such as toys/clothes.
5	Ageism – Busting Stereotypes.	Survey of attitudes towards older people and then develop an action to address these.
6	Recognising And Valuing Traveller Culture And Ethnicity.	Host a visit from or visit a Traveller Project to create awareness of Traveller culture and ethnicity.
7	We Are More Than A Single Story.	Create an intercultural/nationality display to raise awareness and to challenge stereotyping.
8	Our School – How Do We Respond To Equality And Diversity?	Develop an action plan on equality and diversity and present it to school management.
9	Equality Scenarios.	Create an equality drama to teach others about the meaning of equality.
10	There Is No Room For Homophobia.	Educate others about the impact of homophobic bullying and create a homophobia free zone in the school. Possible use of a flashmob activity.
11	Policies Matter – Promoting The School Anti-Bullying Policy.	Develop a postcard/bookmark or other item to educate others about the school policy and its importance.
12	Voice Matters – Strengthening The Student Voice In School Decision-Making.	Develop and present a plan to strengthen student voice in the school.
13	Don't let Disability be A Liability	Collaborate with group/organisation to support greater equality of opportunity and outcome for all.
14	The Equality Grounds	Develop a road show or radio show to educate others about the equality grounds and encourage them to take a small action.
15	Organising For Change	Visit/Host an organisation/group that are working for equality and take an action to support their work.
16	The Impact on Young People of Taking A Caring Role	Run a short media campaign on the issues facing young carers. Maybe even try a bit of yarnbombing or yarnstorming to liven up the launch
17	All is Fair In Love and Marriage	Engage in an inter-school debate on a topic relating to marriage equality and/or family life.
18	Get on Your Box – Politics and Equality	Engage in a public speaking event from the perspective of each of the political parties and a few independents!
19	Equality and Diversity on the Big Screen	Use a film to create awareness about an equality issue of choice and survey the impact it has on the attitudes of the audience.
20	Equal Voices – Sing it and Sign it.	Use the medium of song to launch a petition campaign on an equality issue of choice.

WEBSITES AND ORGANISATIONS REFERENCED IN RESOURCE

Equality Authority Ireland www.equality.ie	www.equalitytribunal.ie	www.belongto.org
Equality Commission for Northern Ireland www.equalityni.org	Irish Wheelchair Association www.iwa.ie	Migrant Rights Centre www.mcri.org
Equality Tribunal Ireland	Gay, Lesbian Equality Network www.glen.ie	Irish Congress of Trade Unions (Ireland Northern Ireland) www.ictu.ie
	BelongTo	

A SELECTION OF OTHER USEFUL WEBSITES

(see also the list in *Grounds for Action*)

Age NI Age and Opportunity www.olderinireland.ie	Women's Forum Northern Ireland www.womensforumni.co.uk	Irish Traveller Movement www.itmtrav.ie
Age Action Ireland www.ageaction.ie	Gay and Lesbian Youth Northern Ireland www.glyni.org.uk	Older and Bolder www.olderandolder.ie
Disability Action www.disabilityaction.org	Cara Friend (support for LGBT people) www.Cara-Friend.org.uk	Pavee Point www.pavee.ie
National Disability Authority www.nda.ie	Community Relations Council www.community-relations.org.uk	
National Women's Council of Ireland www.nwci.ie		

BOOKS

Baker, John, Kathleen Lunch et al (2004) *Equality From Theory to Action*. Basingstoke: Palmgrove Macmillan

Dorling ,Danny (2012) *The No-Nonsense Guide to Equality*. Oxford: New Internationalist Books

Wilkinson, Richard and Kate Pickett (2010) *The Spirit Level: Why Equality is Better for Everyone*. London:Penguin

CDVEC Curriculum
Development Unit
McCann House
Marlborough Road
Dublin 4
Ireland
www.reconciliation.ie

The Centre for Cross
Border Studies
39 Abbey Street
Armagh,
Northern Ireland
www.crossborder.ie

The Equality Authority
Birchgrove House,
Roscrea,
Co. Tipperary,
Ireland
www.equality.ie

Equality Commission for
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