

## Lesson Plan / Scheme of Work

<b>Seminar Title</b>	<b>Equality &amp; Diversity</b>
<b>Lesson Number / Title</b>	<b>Exploring Diversity and Discrimination</b>
<b>Time / Duration</b>	<b>09.50 – 11.00/70 minutes</b>

<b>Lesson Aim(s)</b>	Understand why diversity is important and the factors that affect discrimination.
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>• Understand <b>what is meant by diversity</b></li> <li>• Define <b>stereotyping and prejudice</b></li> <li>• Describe the <b>reasons for valuing diversity</b></li> <li>• Describe the <b>protected characteristics</b></li> <li>• Define <b>Discrimination</b></li> <li>• Describe the <b>different types of discrimination</b> – Direct and Indirect</li> <li>• Define <b>Less Favourable Treatment</b></li> <li>• Define <b>Victimisation, Harassment and Bullying</b></li> </ul>

<b>Delivery Method(s)</b>	Trainer led discussion and handouts
<b>Content</b>	<p>Introduction – Summarise the reasons for valuing diversity in the workplace.</p> <p><i>It is important to know what is meant by diversity because we are in a society that is rapidly changing and becoming more diverse</i></p> <p><b>What is meant by diversity</b></p> <ul style="list-style-type: none"> <li>• Varied and different</li> <li>• What makes us all unique</li> </ul> <p>– Invite delegates to discuss their understanding of Diversity:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Class</li> <li>• Ethnicity</li> </ul> <p>– Discuss how the UK has become a diverse society:</p> <ul style="list-style-type: none"> <li>• Immigration</li> <li>• European Union</li> <li>• Skills shortages</li> </ul> <p>– Discuss what immigration has brought to the UK:</p> <ul style="list-style-type: none"> <li>• Aspects of culture</li> <li>• Religions</li> </ul> <p>– Discuss the meaning of 'Identity' including the difference</p>

## Content continued

between personal factors and social factors:

- Personal Factors
  - Physical Characteristics
  - Likes
  - Emotions
  - Dislikes
  
- Social Factors
  - Age
  - Nationality
  - Ethnicity
  - Disabilities
  - Type of household you live in
  - Sexual Orientation

Invite delegates to discuss their understanding of **Stereotyping** and **Prejudice**. What is the difference?

**Stereotype** – the assumption that everyone belonging to a particular social group displays the same characteristics or traits.

**Prejudice** – To be biased and form an opinion without a fair examination of the facts. Often based on a stereotype.

– Discuss the **reasons for valuing diversity**

- Ethics and values

Discuss the **Equality strands**

- Gender
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Age

HANDOUT 1 - Understanding Diversity

EXERCISE 1 - Understanding Diversity

Questionnaire - *to be completed in small groups*

Review answers - *as a whole group*

Introduction - Summarise the different types of discrimination that occur in the workplace.

Invite delegates to discuss their understanding of discrimination.

## Content continued

### DISCRIMINATION: *Unfair treatment of a person*

- Discuss the difference between **Direct** and **Indirect discrimination**:
  - Direct Discrimination
    - treating a person less favourably than another person in the same comparable circumstances on one of the prohibited grounds:
      - Sex
      - Race
      - Disability
      - Age
      - Sexual Orientation
      - Religion or Belief
  - Explain **three ways** discrimination can take place:
    - Personally
    - By association
    - Refusal to discriminate
  - Indirect discrimination
    - When a requirement, condition or practice is applied that would proportionately put more members of one of the groups above at a disadvantage than members of any other group
- Introduce the concept of '**less favourable treatment**'. Invite delegates to provide a definition.

The House of Lords gave the following definition in a sex discrimination case:

'Would the complainant have received the same treatment but for his or her sex?' *James v Eastleigh Borough Council* [1990] IRLR 288 HL

- Discuss the concept of **Harassment and Bullying**
  - Define **Harassment**
  - The standard will harassment be judged
  - Previous examples from tribunals:
    - 'Harmless' jokes and gossip
    - Physical or sexual contact
    - Failure to safeguard confidentiality
  - Responsibilities
    - Employers
    - Individuals
  - Define **Bullying**
    - A definition of workplace bullying by Amicus-MSF trade union 1994 (*PP*)

<b>Content continued</b>	<ul style="list-style-type: none"> <li>- Discuss <b>victimisation</b> in the workplace             <ul style="list-style-type: none"> <li>• Examples of victimisation</li> </ul> </li> </ul> <p>HANDOUT 2 – Understanding Discrimination</p> <p>EXERCISE 2 - Quiz - Discrimination            Questionnaire - <i>to be completed individually</i>            Review answers - <i>as a group</i></p> <p>Summarise key learning points and answer questions.</p>
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<b>Student Activities</b>	Group Activity
<b>Assessment Method</b>	Self-assessment of group activity results

<b>Handouts</b>	<p>PowerPoint thumbnails</p> <p>Handout – Understanding Diversity</p> <p>Handout - Discrimination</p> <p>Group Activity</p> <p>Quiz</p>
<b>References</b>	ACAS Guide

## Handout 1 – Understanding Diversity

### What is Diversity?

Diversity means varied and different. So when we talk about diversity in the workplace we are looking at how people differ from each other. We know that everyone is an individual but what makes us all unique? Some factors are obvious:

- The way we look
- The way we choose to dress
- The way we behave
- Where we choose to live
- The type of work we choose to do
- The values we choose to live our lives by.

All of these things make up who we are and affect how we lead our lives. But, when looking at diversity, there are four main factors that are used to categorise the population.

- Age – the number of years that we have lived
- Gender – whether a person is male or female
- Class – the socio-economic background that you are from
- Ethnicity – a person's race or ethnic background.

### Identity

As we have seen every one of us is an individual but even as individuals we can be grouped together into different social groups. To understand how this is done it is important to understand the concept of identities and how they are made.

Many different factors make up our identities, but these can be placed under two headings, Personal Factors and Social factors.

Personal factors	Social Factors
Physical characteristics	Age
Likes	Nationality
Emotions	Ethnicity
Dislikes	Disabilities
	Type of household you live in
	Sexual Orientation

When taken together these factors make up our individual identities but taken individually these characteristics allow us to be placed into social groups. It is the social factors that are more commonly used to do this so let's look at these in more detail.

- Age - This affects your identity in many different ways. It will affect your hobbies and relationships. It's likely that your health will relate to your age and also your income is likely to be dependant on

your age. Of course it will also affect activities such as driving and voting in elections because they are age restricted

- Nationality – This may affect your legal rights and your economic resources
- Ethnicity – This may affect your lifestyle and family values, which will impact upon your career and relationships
- Disabilities – this could affect all aspects of your life. It is likely to have an impact on your choice of career and your health. This may also have an impact on the relationships you have and where you choose to live
- Type of household – Whether you choose to be single, get married or have a family will effect your choice of lifestyle, where you choose to live and your economic resources
- Sexual Orientation – This will affect your choice of relationships. In turn this may affect your choice of household and could also impact upon your career.

### Stereotyping

Once a number of people have been categorised into a group because of a particular characteristic they have, that group will be given a label. This is done to differentiate between the groups but it can lead to assumptions being made that everyone in a particular group is the same. This is stereotyping.

Example:

<b>Group</b>	People between 13 and 19 years of age
<b>Shared social Factor</b>	Age
<b>Label</b>	Teenagers
<b>Stereotype</b>	That all teenagers are lazy and unmotivated
<b>Truth</b>	Whilst this may be true in some cases, everyday we see examples of young sports stars and high academic achievers. So it is obvious that the stereotype does not apply to everyone.

### Prejudice

Put simply, prejudice is to be biased. It is to form an opinion without fair examination of the facts. Prejudices can be positive or negative but mostly they are negative.

*Example*

*'Homeless people only have themselves to blame'. In fact people become homeless for many reasons and often through circumstances not of their own making.*

## The Protected Characteristics – formerly Equality Strands.

### Gender

There are many different assumptions that are made about people because of their gender. Many of these stem from the physical differences between the sexes.

### Gender re-assignment

This describes a person who is transsexual as someone, who is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning a person's sex.

Importantly, the Equality Act now no longer requires a person to be under medical supervision to be protected.

### Race

What exactly is meant by race? It is a common belief that race is about the colour of a person's skin but the term race covers much more than this. Race is about:

- Nationality
- Colour
- Ethnic group
- Racial group
- Nation group.

In certain circumstances race can also take into account religion. Historically in Ireland there has been racial tension between Irish Catholics and Irish Protestants.

### Disability

What do we mean by disability? Usually disability is a mental or physical condition that has a substantial and long-term adverse affect on a person's ability to carry out normal day-to-day activities. Day-to-day activities include the following:

- Mobility
- Manual Dexterity
- Physical co-ordination
- Ability to lift or move everyday objects
- Speech
- Hearing
- Eyesight
- Memory or ability to concentrate
- Ability to learn or understand
- Understanding the risk of physical danger.

### Sexual orientation

Sexual orientation is about the choices a person makes in their personal relationships. It covers all types of relationships:

- Orientation towards people of the same sex
  - known as Homosexual, Gay or Lesbian

- Orientation towards people of the opposite sex
  - known as Heterosexual
- Orientation towards people of both sexes
  - known as Bisexual.

### Religion

As our country becomes more culturally diverse it is becoming increasingly important to understand the increasing number of religions that are practiced. Different belief systems have different ways of doing things which can lead to misunderstandings.

### Age

People are living longer and as a consequence have to work to a later age. This means that now one in three people in the workforce are over the age of 40. This has many implications on diversity in the workplace.

### Marriage and Civil Partnerships

Couples, male and female, in a relationship, married or otherwise.

Employers must treat married employees and employees in civil partnerships in the same way. Any benefit such as private healthcare that are available to the spouses of employees should also be made available to employees' civil partners.

### Pregnancy and Maternity

It is unlawful for an employer to treat a female employee less favourably because she is pregnant or because she is going to take maternity leave.

Examples of pregnancy-related discrimination may include dismissal, failure to carry out and implement a health and safety risk assessment or refusal of paid time off for ante-natal appointments.

Similarly if an employee is treated less favorably because he was on paternity leave, he would be able to make an Employment Tribunal Claim, particularly if he was dismissed on grounds of paternity leave as this would make the dismissal automatically unfair.

## EXERCISE 1 - UNDERSTANDING DIVERSITY

Delegates should work in groups of three or four and attempt the following task:

For the following three social groups, identify a stereotype you have heard. Then identify a true sentence that can be said about each group.

*Example: Teenagers*

*Stereotype: All teenagers are lazy and stay in bed all day*

*Truth: Teenagers are all aged between thirteen and nineteen.*

Group	Stereotype	Truth
<b>Single Parents</b>		
<b>Train Spotters</b>		
<b>Van Drivers</b>		