2010

Module 1:

An Introduction to Diversity

Sample

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Gender Equality & Race Inclusion

In association with
Equality and Diversity UK Ltd

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Sample

Module 1: An Introduction to Diversity

The objectives for this session are to:

- examine what is meant by the terms equal opportunities and diversity
- consider stereotypes, why they exist and your own experiences of them
- think about your own values, attitudes and prejudices
- look at ways in which language can work for and against diversity
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- ☐ book a suitable venue
- ☐ send course details to the participants, reminding them to read the self-study materials, in particular *Understanding Gender and Racial Occupational Stereotyping* and *Migration Facts and Figures,* in preparation for this module
- ☐ incorporate a set of ground rules for the session in the course details
- ☐ ensure that you are familiar with the resources in this Toolkit and have a set to show the participants
- ☐ familiarise yourself with the Delivery Plan for this module and associated self-study materials
- ☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- ☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ☐ you will need a packet of 'liquorice allsorts' or similar visibly mixed sweets containing a greater number of sweets than there are participants
- ☐ if including the Option *Stereotypes and the Media*, you will need to collect newspapers, magazines etc.

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- define equal opportunities and diversity
- identify inappropriate stereotypes
- explain how language, attitudes, values, myths, misconceptions and prejudices affect our views about others
- explore how to develop effective action plans to promote diversity

MODULE 1 SLIDE 3

Sample

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

What do we mean by equal opportunities and diversity?

Explain that you are going to begin the session by taking a look at what the participants understand by the terms 'equal opportunities' and 'diversity'.

Ask the participants to split into two groups or split the group randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Ask each group to spend 15 minutes looking at the following questions:

- Has the definition of equal opportunities changed over the past 10 years?
- What does 'equal opportunities' mean to us in our own personal/professional lives?
- What does 'diversity' mean to us in our personal/professional lives?

MODULE 1 SLIDE 4

Ask each group to present their responses to the question.

Chart their responses and ideas.

Draw out the following points:

Equal Opportunities

- The words 'equal opportunities' are familiar to most people and many people will have come across issues of inequality, prejudice, harassment, victimisation and discrimination in the workplace.
- Equal opportunities is recognised in legislation that prevents discrimination relating to the 'protected characteristics' of gender (including transgender), race (including colour and nationality) religion or belief, sexual orientation, age and disability.

Diversity

- Diversity is about recognising and valuing difference in its broadest sense.
- Diversity addresses a much wider concept than equal opportunities – in fact, equal opportunities is just one area covered by the 'diversity' umbrella.
- Diversity recognises the limitations of 'equal opportunities' and seeks to increase people's awareness and positive acceptance of individuals and their differences. It encourages an active engagement with other people, rather than just a tolerance of them.
- There are several definitions of the word 'diversity', probably because it is a complex area; however, the following definition (*based on that used by consultancy Diversity Dynamics Ltd*) is a useful one.

Sample

Diversity includes every difference that makes each of us unique and distinct, including:

- **things covered by legislation** such as race, ethnicity, gender, gender identity, disability, sexual orientation, religion or belief, age, marital or civil partnership status, pregnancy and maternity, parental status and working hours

plus

- **other differences** such as regional origin, looks, personality, learning style, job role, motivation, career aspirations, education, economic status, hobbies and interests.

MODULE 1 SLIDE 5

Optional Activity ***Diversity: true or false?***

Include this short activity to get people thinking about aspects of discrimination and attitudes to diversity. It will be especially useful if you are working with a group of participants who know relatively little about diversity and what it means.

Materials
See additional optional activity materials at the end of this module

Offer each participant a 'liquorice allsort' or other sweet from a bag of mixed sweets and ask them not to eat it but say in turn why they chose the sweet they have.

Draw out the fact it can be colour, shape, size or just a random choice. Discuss these differences and then the fact that the sweets all come from the same packet, the same manufacturer and the same ingredients.

Explain that people are the same in that they all have the same rights, but are also individuals. Relate these discussions back to equality and diversity.

You may wish to show the presentation slide that promotes diversity and equality and challenge gender and occupational stereotyping.

Sample

Here is a list of the rest of the contents of this pack.

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Discrimination iceberg	23

Sample

To view the remainder of the pack, you need to purchase it

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Module 2:

Promoting Diversity – the Laws and Initiatives

Sample

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Handouts:

1. Meet Rachel 21
2. Some key equalities legislation 22
3. Equal opportunities legislation quiz 23
4. Strengthening equality law 24
5. Tribunals 25

Sample

Module 2 Promoting Diversity: The Law & Initiatives

The objectives of this session are to:

explore the principles of equal opportunities policies

- identify the advantages to organisations in both the public and private sectors of embracing equal opportunities
- explore the legislation and initiatives to protect against discrimination (both direct and indirect), harassment and victimisation
- identify how we can support and promote equality and diversity and create individual or team Action Plans as appropriate

Preparation Checklist

Use this checklist to make sure that you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

☐ book a suitable venue

☐ send course details to the participants reminding them to read the self-study materials, in particular *Equal Opportunities Policies* and *The Legal Framework for Diversity,* in preparation for this module

☐ incorporate a set of ground rules for the session in the course details

☐ check knowledge of the systems for support and advice available to employees in your organisation who are challenging issues of inequality as part of their work

☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants

☐ familiarise yourself with the Delivery Plan for this module and associated self-study materials

☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation

☐ obtain resources such as a projector, OHP, flipchart/white board and markers, and sufficient copies of handouts, Action Plans and Review Sheets for participants

☐ if including the Option *Tribunals*, you will need to prepare case study scenario cards prepared from the template provided or based on examples from *The Legal Framework for Diversity* self-study material or other sources

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- put forward the business case for promoting and embracing equal opportunities
- describe the broad content and coverage of equal opportunities legislation and initiatives
- develop effective action plans to promote diversity

MODULE 2 SLIDE 3

Explain that as the facilitator you will be leading the session but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

Sample

The advantages to organisations in the public and private sectors of embracing equal opportunities

EQUAL OPPORTUNITIES POLICIES

Introduce this first session by linking it to the self-study material *Equal Opportunities Policies* that the participants should have worked through prior to the training.

Explain that we are starting the session by exploring the principles behind equal opportunities policies.

Encourage the participants to comment on their own organisation's equal opportunities policy and how this is monitored, using the self-study material for reference.

Optional Activity ***Equality & Diversity in Practice***

Ask the participants to take their minds on a journey around their own workplace and look at the diversity in members of staff, senior managers, board of directors and so on, and share their observations with the rest of the group.

Summarise the view that effective equal opportunities policies, which are carefully monitored, help to reduce prejudice and discrimination in the workplace.

Equal opportunities policies help ensure:

- an inclusive working/learning environment
- that everyone is treated equally, regardless of their background, origin etc.
- that staff learn how to embed equality into everyday activities and practice
- that individuals support the organisation's mission, vision and equality principles
- that everyone experiences a quality service

MODULE 2 SLIDE 4

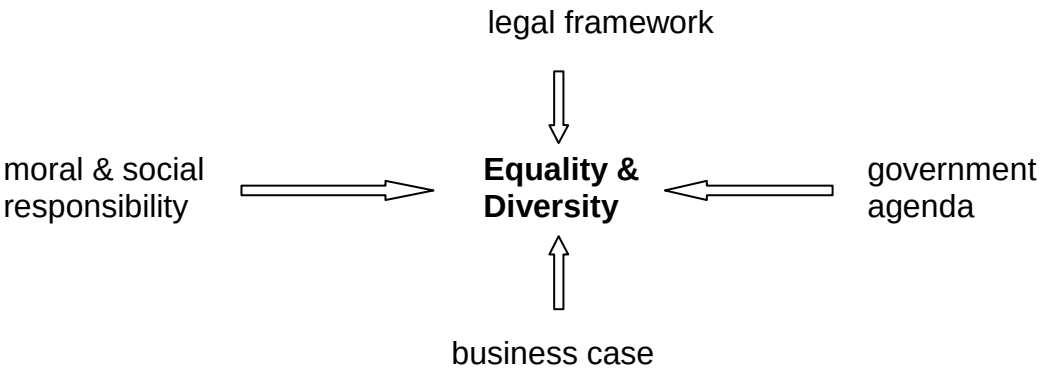
WHAT ARE THE DRIVERS?

Ask the participants to work in pairs or split the group randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Encourage them write down what they think are the drivers persuading employers to embrace equal opportunities.

Show the presentation slide and ask whether anyone has thought of other drivers. Write these up on the flipchart/whiteboard.

Sample

Drivers



MODULE 2 SLIDE 6

Drivers continued

- Increased profitability
- Increased efficiency
- Improvement in motivation and performance
- Shrinking of the traditional recruitment base
- Recruitment of high calibre of staff from the widest talent pool

MODULE 2 SLIDE 6

Drivers continued

- Stable workforce
- Reduced recruitment training costs
- To compete with competitors
- Improved corporate and public image
- Keeping within the law
- Avoiding employment tribunals and compensation claims

MODULE 2 SLIDE 7

Sample

Discuss the drivers with the participants, referring to the Supplementary Delivery Notes as appropriate.

Summarise the view that discrimination (direct or indirect), harassment and victimisation are bad for business. Equality of opportunity is cost effective and should be integrated into all management, personnel and employment practices. Employers have found that by putting equal opportunities policies into action they have the benefit not only of compliance with the law, but also enjoy a number of other advantages.

ENCOURAGING EMPLOYEES TO ENGAGE

Explain that effective equal opportunities policies help to change attitudes and make employees more aware of discrimination (direct or indirect), harassment and victimisation. They can also help reduce incidents of 'subtle discrimination'.

Legislation protects against cases of more obvious discrimination but there are many incidents of 'subtle discrimination' that do not go so far as to break the law but are none the less harmful.

Discrimination can be direct or indirect. Harassment is now a form of unlawful direct discrimination where unwanted conduct violates someone's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Suggested examples:

- With reference to the Supplementary Delivery Notes, talk through the case study of Nasreen who was ignored by her colleagues. She felt so uncomfortable that she left her job.

- Give out Handout 1 *Meet Rachel* and explain that it is a case study from the GERI Job Choice Learning Guide *Gender Stereotyping in Apprenticeships.*

  Ask the participants to read through the case study. Refer to where Rachel says that she was the only girl on the course and a lot of the others students did not talk to her but Rachel did not let this deter her.

Encourage the participants to come up with examples from their own experience and discuss the effects and outcomes for the person who was on the receiving end.

Sample

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Handouts:

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5. Tribunals	25

Sample

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Module 3:

Challenging Inequality

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Sample

Handouts:

1. Overcoming the barriers 23

2a. Meet Jay 25

2b. Meet Elaine 26

2c. Meet Charlotte 28

3. Countering the arguments 30

Optional activities:

Discrimination iceberg 31

Negatives to positives 33

The right to choose 35

Being assertive 38

Assertive techniques 41

Firm but fair 42

Actions to counter occupational stereotyping 43

Sample

Module 3: Challenging Inequality

The objectives for this session are to:

- identify barriers to entering non-traditional courses or occupations
- enhance skills in challenging adults and young people with entrenched gender-stereotypical views that influence their preferences
- facilitate skills development in challenging inequality and promoting diversity in the workplace
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- ☐ book a suitable venue
- ☐ send course details to the participants, reminding them to read the self-study materials, in particular *Understanding Gender and Racial Occupational Stereotyping* in preparation for this module
- ☐ incorporate a set of ground rules for the session in the course details
- ☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants
- ☐ familiarise yourself with the Delivery Plan for this module and the associated self-study materials
- ☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- ☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- identify barriers to entering non-traditional courses or occupations
- challenge stereotypical views to help people reconsider their own views
- challenge inequality
- develop effective action plans to promote diversity

MODULE 3 SLIDE 3

Sample

Explain that as the facilitator you will be leading the session but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

Barriers to entering non-traditional courses or occupations

Explain that we are starting the session by identifying barriers that adults and young people may perceive when considering a course or occupation not traditional for people of their race or gender. Entrenched stereotypical values, attitudes and beliefs can limit their choice.

Encourage the participants to discuss and record perceived barriers to engaging in non-traditional occupations.

Chart the responses on the flipchart/whiteboard, using the list below (*compiled from GERI research on reasons cited by young people*) to prompt ideas.

Suggested barriers to equality

- Disapproval of friends and family
- Fear of being different
- Being the only female/male and feeling isolated and uncomfortable
- At odds with their culture and the attitudes of their ethnic group
- Managers or tutors treating you differently
- Colleagues ignoring you or leaving you out
- Colleagues patronising you
- Colleagues resenting you
- Teasing and sarcastic remarks
- People waiting for you to go wrong
- Lack of confidence in your own ability to succeed in a ‘man’s/woman’s job’
- People projecting their stereotypical views on you or your choices
- Once you have crossed the barriers and in a non-traditional role, colleagues, managers and others making it difficult for you to progress

Sample

Explore how real these barriers are by asking the participants to give examples, both positives and negatives, from their own experiences of working with adults and young people.

Facilitate a discussion, bringing out the main points from the examples and any good practice in helping both adults and young people to overcome barriers.

Explain how GERI role models have demonstrated that, on the whole, barriers are more perceived than actual. It appears that those who succeed in non-traditional occupations tend to be very committed and determined to do a good job.

The GERI survey of learning providers, featured in the Job Choice Learning Guide *Gender Stereotyping in Apprenticeships*, revealed that non-traditional learners do not want any special treatment or a fuss made of them. They want to be given the same tasks to do, and to be able to get on with their job. It is important to them to fit in with the team and be accepted. As a GERI role model (*a male trainee in care work*) remarked:

"*If you want to do something bad enough you'll do it. You need to be interested in the course and enjoy it. You don't just drift into a health and social care course if you are a boy."*

MODULE 3 SLIDE 4

Show the presentation slide and explain that the quotes and case studies to follow are taken from them.

Job Choice Learning Guides

- Foundation Module
- Careers in Information Technology
- Subject Choice
- Gender Stereotyping in Apprenticeships

MODULE 3 SLIDE 5

Sample

Give out a copy of Handout 1 *Overcoming the Barriers* to each participant.

Explain that it gives quotes from GERI role models and that these are all real people who have allowed their stories to feature in the GERI resources in the Job Choice suite. Point out that they give a positive picture of how barriers can be overcome.

Invite comments from participants and discuss as appropriate.

Ask the participants to work in pairs or split them randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Give each pair a copy of Handout 2a, 2b or 2c featuring one of the following case studies:

Meet Jay	Foundation Module
Meet Elaine	Careers in Information Technology
Meet Charlotte	Subject Choice

MODULE 3 SLIDE 6

Explain that the case study is from one of the Job Choice Learning Guides.

Draw out the participants' views on the barriers facing the GERI role model in their case study and how they overcame these.

Draw on a flipchart/whiteboard the *Discrimination Iceberg* (see the Optional Activity *Discrimination Iceberg*) and explain that, in order to enable people to overcome the barriers identified, we need to help them challenge their well established attitudes, beliefs and values that lie beneath the surface.

Optional Activity ***Discrimination Iceberg***

If the participants have not done this activity in Module 1, you may decide to use it here.

Materials
See additional optional activity materials at the end of this module

You may wish to inform participants about the interactive GERI Dramas Series One DVD, which challenges gender and ethnic stereotyping through three true to life scenarios that allow users to make decisions and influence the outcomes. If time, you may wish to incorporate one or more of these scenarios as part of the training.

Sample

Here is a list of the rest of the contents of this pack

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1. Overcoming the barriers 23

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Module 4:

Equality for Disabled People

Sample

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Handouts:

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2. Interpreting the DDA 24
3. Challenging inequality 25
4. Working with people with disabilities 26

Optional activity- reasonable adjustments to premises 28

Optional activity- Making reasonable adjustments 30

Sample

Module 4: Equality for Disabled People

The objectives for this session are to:

- consider your own values, attitudes and prejudices
- examine what we mean by disability
- explore legislation to protect against discrimination
- challenge inequality with regard to disability
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- ☐ book a suitable venue
- ☐ send course details to the participants, reminding them to read the self-study materials, in particular *Equality for Disabled People,* in preparation for this module
- ☐ incorporate a set of ground rules for the session in the course details
- ☐ familiarise yourself with the Delivery Plan for this module and associated self-study materials
- ☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- ☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- identify their own values, attitudes and prejudices
- define what we mean by disability
- describe the legislation which protects disabled people
- challenge inequality
- develop effective action plans to promote diversity

MODULE 4 SLIDE 3

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

Sample

Considering our own values, attitudes and prejudices

Explain that the group is going to begin the session by considering our own perceptions of disability.

Ask the participants to consider the images that first come into their mind when thinking of a 'disabled person' and invite them to describe the images that they have.

Discuss with the participants whether the images suggested represent only certain aspects of what the term 'disability' covers.

Point out that the term 'disability' covers a wide variety of different types of conditions, many of which may not be visible to an onlooker.

Disability can include problems with:

- mobility
- co-ordination or manual dexterity
- speech, hearing or eyesight
- incontinence
- memory, concentration or understanding
- learning
- chronic medical conditions such as diabetes and epilepsy
- progressive conditions such as multiple sclerosis or HIV
- mental illnesses such as depressive disorders

MODULE 4 SLIDE 4

Sample

STEREOTYPES

Introduce this section by reminding the participants of the meaning of the term 'stereotype':

> '*a fixed, simplified, usually negative view of how a certain group or type of people behave and live'*

Stereotypes are a major barrier that can get in the way of equality.

Optional Activity ***Defining Stereotyping***

Revisit or introduce the definitions of stereotyping explored in *Module 1: An Introduction to Diversity – Working against stereotyping.*

Invite the participants to suggest any stereotypes that they feel are commonly applied to disability and disabled people that may cause offence to, or discrimination against, people with disabilities. Encourage participants to consider examples from their own lives and from the lives of friends and family.

Chart the responses on the flipchart/whiteboard, using examples from the list below to prompt ideas.

Suggested stereotypes about disabilities

- Wheelchair users are sometimes wrongly assumed to have a mental disability. For example, a wheelchair user in a fast food restaurant may not be asked for her order, with questions being directed to the assistant pushing the chair.
- People with a speech or hearing disability are sometimes assumed to have, or are treated as if they have, a mental disability.
- People with speech or co-ordination disorders are sometimes thought to be under the influence of drugs or alcohol.
- People with a mental illness are sometimes unjustifiably considered dangerous.
- Down's syndrome children are often said to be 'happy, out-going, affectionate children'. In fact, Down's syndrome children have as varied and wide a range of personality types as any other children.
- People with a disability are sometimes considered not to have sexual feelings or experiences or alternatively should not be allowed to have sexual relationships, to marry or have children.
- People with a disability are sometimes considered to be less effective at performing tasks unrelated to their disability.
- Media and film images of disabled people tend to fall into the categories of the brave and heroic battling against the odds, the pathetic and helpless who need our charity, the comic and simple or the warped and evil villain.
- A new stereotype seems to be emerging in some parts of the press of disabled people as somehow malingering or 'sponging off the state'.

Encourage the participants to consider the potential negative effects that these stereotypes can bring to the life of the disabled person concerned.

Optional Activity ***Challenging Beliefs***

Refer participants to the effects of self-defeating beliefs caused by stereotypes covered in *Module 3: Challenging Inequality – Helping people to challenge their self-defeating beliefs.*

Sample

Alternatively

Revisit the traffic light system outlined in *Module 3: Challenging Inequality – Challenging people with entrenched gender-stereotypical views that influence their preferences*.

Explain the traffic light solution to the participants. This is also useful when self-defeating talk just won't go away. Encourage the participants to take the few seconds needed for traffic lights to change to think about their situation.

- Stop – think about the negative stereotypes
- Wait – list the negative thoughts and change them to positives
- Go – make a plan, and then move ahead with the more positive thoughts

Sample

Here is a list of the rest of the contents of this pack

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Handouts:

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2. Interpreting the DDA 24
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4. Working with people with disabilities 26

Optional activity- reasonable adjustments to premises 28

Optional activity- Making reasonable adjustments 30

Sample

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Module 5:

Cultural Awareness and Religion

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Handouts:

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3. Employment Equality (Religion or Belief) Regulations	25

Sample

Module 5: Cultural Awareness & Religion

The objectives for this session are to:

- examine what is meant by the term cultural awareness
- consider your own experiences of stereotypes
- think about your own values, actions, attitudes and prejudices
- explore ways to facilitate a better understanding of cultural diversity
- consider how regulations help to protect against discrimination on the grounds of religion or similar belief
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- ☐ book a suitable venue
- ☐ send course details to the participants, reminding them to read the self-study materials, in particular *Cultural Awareness & Religion,* in preparation for this module
- ☐ incorporate a set of ground rules for the session in the course details
- ☐ familiarise yourself with the Delivery Plan for this module and associated self-study materials
- ☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- ☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- explain what we mean by the term cultural awareness
- suggest why people resort to inappropriate stereotypes
- recognise their own values, attitudes and prejudices and how they can affect others
- have a deeper understanding of cultural diversity
- describe the legislation in place to protect people from discrimination
- explore how to develop Action Plans to promote equality and diversity

MODULE 5 SLIDE 3

Sample

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

What do we mean by cultural awareness?

Inform the participants that the first part of this session will be used to examine what we mean by 'cultural awareness', and show the following slide.

'Cultural awareness' is the development of understanding and sensitivity towards ethnic, religious and cultural groups other than our own.

This can involve:

- accepting the attitudes and behaviour of other cultures
- not assigning value judgements
- adapting our own behaviour to build effective cross-cultural relationships

MODULE 5 SLIDE 4

Explain that in the multicultural society of the UK, in order to have successful and happy working relationships we must build an understanding of the values, beliefs and behaviours of the other cultures around us. Without a certain level of cultural awareness on both sides, cross-cultural communication can be hampered by anything from subconscious discomfort to complete misunderstanding.

Inform the participants that they are going to do a short quiz. Reassure them that they are not expected to know all of the answers – the aim is to highlight issues of cultural awareness in the UK.

Give out a copy of Handout 1 *Who Are We?* to each participant and ask them to answer the questions, or make a guess at the answers where they have no knowledge, without discussing them.

Review the answers using the information below. Encourage the participants to fill in the correct answers in the second column on their handout.

1. ***8.1%*** *are from an ethnic minority (all non-white groups)*
2. ***1.8****% are black (British, African and Caribbean)*
3. ***3.6****% are Asian (Indian, Pakistani, Bangladeshi or other)*
4. ***71.7****% are Christian*
5. ***3****% are Muslim*
6. *Fewer than* ***3****% of the world's asylum seekers and refugees are hosted by the UK*
7. **d** *is true – the largest immigrant population of working age in the UK is immigrants from Europe who make up one third of all immigrants*
8. ***a, b and c*** *are all true – over recent years immigrants have brought much needed skills and a willingness to take on jobs that British workers are reluctant to do*

Sample

Questions 1 to 5	*Source: 2001 Census. The figures for ethnic origin and religion are based on the way people described themselves. Percentages of people describing themselves as 'mixed' or 'other' ethnic origin are not included here. A more detailed breakdown is available in the self-study materials.*
Question 6	*Source: UNHCR 2005 Global Refugee Trends, June 2006*
Question 7	*Source: 2001 Census*
Question 8	*Source: http://news.bbc.co.uk/1/hi/uk/6226217.stm*

Invite the participants to discuss the answers to the quiz using the following questions as prompts:

- Is the actual percentage of people from ethnic minorities in the UK more or less than you guessed? Why might people over or under-estimate the actual figure?
  Many people in the UK over-estimate the percentage of the population who are from ethnic minorities. Reasons for this may include the high profile given in the media to issues concerning immigration and racism and perceptions based on the area where people live. Ethnic minority populations tend to be concentrated in certain areas. For example in the London Borough of Tower Hamlets 33.4% of the population is Bangladeshi. This contrasts with Easington in the North East where 98.8% of the population is White British.

- Does the percentage of people belonging to different religions in the UK surprise you?
  These figures are based on how people describe themselves and so we can't tell what proportion of these respondents actively practise their religion. The second largest response category was 14.8% of the population who described themselves as having no religion.

- Does the proportion of asylum seekers hosted by the UK surprise you?
  In a poll by the British Red Cross for National Refugee Week 2009, more than 85% of people were unable to name a figure or think the UK is home to more than the actual 3% of the world's asylum seekers. On average, people thought the UK hosts 24% – almost a quarter – of the world's asylum seekers, which is eight times the actual figure. Misinformation and the use of emotive terms in the media such as 'the country is being flooded' and 'bogus asylum seekers are flocking here' lead to public misunderstanding. In fact, two thirds of the world's refugees are being hosted in developing countries.

- Were you aware that as a group, immigrants to the UK contribute more to the economy than UK-born people?
  Again misinformation in the media can give the impression that immigrants consume large amounts of the country's wealth in the form of benefits and healthcare, whereas overall they make up only 8.3% of the population but contribute 10% more of government tax receipts. Immigrants to this country are on average more educated and have a higher level of academic qualifications and work skills than the UK born white population.

Sample

Alternative Activity

Use a random grouping method (see *Random Splits* in the *About This Guide* section for ideas on how to do this) to group participants in pairs. Ask them to list as many religions and philosophical beliefs as they can and then note anything they know about them.

Bring the group back together and facilitate a discussion about the religions and any perceptions or misconceptions that arise. (Refer participants to the brief guide to religions in the self-study materials on *Cultural Awareness & Religion*.)

Sample

Here is a list of the rest of the contents of this pack

Considering our experiences of stereotypes 8

Thinking about our own values, attitudes and prejudices 9

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Extending the Public Sector Equality Duty 19

The Way Forward 20

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Handouts:

1. Who are we? 23
2. Role-Play 24
3. Employment Equality (Religion or Belief) Regulations 25

Sample

To view the remainder of this pack, you will need to purchase it

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Module 6:

Sexual Orientation

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Handouts:

1. Myths and Reality 20
2. Employment Equality (Sexual Orientation) Regulations 2003 21

Sample

Module 6: Sexual Orientation

The objectives for this session are to:

- examine what is meant by the term sexual orientation
- consider stereotypes and think about your own values, attitudes and prejudices
- consider how regulations protect workers from discrimination because of sexual orientation
- challenge inequality with regard to sexual orientation
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- ☐ book a suitable venue
- ☐ send course details to the participants, reminding them to read the self-study materials, in particular *Sexual Orientation,* in preparation for this module
- ☐ incorporate a set of ground rules for the session in the course details
- ☐ familiarise yourself with the Delivery Plan for this module and associated self-study materials
- ☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- ☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- define what we mean by sexual orientation
- recognise how people are affected by stereotypes
- identify their own values, attitudes and prejudices and how they can affect others
- describe the legislation in place to protect people from discrimination
- challenge inequality
- explore how to develop Action Plans to promote equality and diversity

MODULE 6 SLIDE 3

Sample

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

What do we mean by sexual orientation?

Explain that the group is going to begin the session by defining what we mean by sexual orientation.

Ask the participants to get into groups of 2 or 3 or split the group randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Encourage them to come up with a definition.

You may choose to show either or both of the definitions below.

Sexual Orientation

- Orientation towards persons of the same sex (lesbians and gay men)
- Orientation towards persons of the opposite sex (heterosexual)
- Orientation towards persons of the same sex and the opposite sex (bisexual)

MODULE 6 SLIDE 4

Sexual orientation is an emotional, sexual or affectionate attraction to another person.

Sexual orientation exists along a continuum that ranges from exclusive homosexuality to exclusive heterosexuality and includes bisexuality.

MODULE 6 SLIDE 5

Sample

Stress that a gay or lesbian relationship is often defined solely by sexual behaviour, but can be much more than this. As with all types of relationships, gay and lesbian relationships are as much to do with love, friendship, sharing and mutual interest as they are to do with sex.

MYTHS AND REALITY

Explain that there are myths and misconceptions about people who are lesbian, gay or bisexual, and such beliefs can affect the attitude and behaviour of people towards them.

Ask the participants to remain in the same groups and think of examples of such myths and misconceptions.

Discuss the groups' ideas, including the examples below:

- Homosexual or bisexual orientation is a form of illness.

  There is no scientific evidence to support this and the reality is that it is not an illness and does not require treatment. In 1973 the American Psychiatric Association removed homosexuality from the official manual that lists mental and emotional disorders. For more than 25 years the Association has urged all mental health professionals to help dispel the stigma of mental illness that some people still associate with homosexual orientation.

- All gay and bisexual men are infected with HIV.

  This is a commonly held myth. In reality, the risk of exposure to HIV is related to a person's behaviour, not their sexual orientation.

- Gay men have a greater tendency than heterosexual men to sexually molest children.

  There is no evidence to suggest that homosexuals are more likely than heterosexuals to molest children.

- Homosexual relationships are more likely to be short-term and promiscuous than heterosexual relationships.

  Again there is no evidence to support this.

- If a gay man is friendly towards another man it must mean that he is interested in him sexually and the same would apply if a lesbian is friendly towards another woman.

  The truth is that gay people have preferences as heterosexual people do.

Alternatively

Provide each pair with a copy of Handout 1 *Myths and Reality* and ask them to complete the questionnaire, giving brief reasons for their responses.

Bring the group back together and chart their responses. Facilitate a discussion of how these myths can influence the attitude of other people towards bisexual or gay and lesbian people.

Discuss the following points with the participants:

- It is important to recognise that there are probably many reasons for a person's sexual orientation and the reasons may be different for different people.

- There are numerous theories about the reasons for a person's sexual orientation. Most scientists agree that sexual orientation is most likely the result of a complex interaction of environmental, cognitive and biological factors. There is also considerable recent evidence to suggest that biology, including genetic or inborn hormonal factors, plays a significant role in a person's sexuality. In most people, sexual orientation is shaped at an early age with sexual orientation emerging for most people in early adolescence without any prior sexual experience.

- Psychologists do not consider sexual orientation to be a conscious choice that can be voluntarily changed. People cannot choose to be either gay or straight, although we can choose whether or not to act on our feelings.

Sample

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Handouts:

1. Myths and Reality 20
2. Employment Equality (Sexual Orientation) Regulations 2003 21

Sample

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Module 7:

Age Discrimination

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2C. Personal Adviser (Careers) Level 4: Requirements of the Job	26
3. Optional Activity Handout: Younger and Older Workers	27

Sample

Module 7: Age Discrimination

The objectives for this session are to:

- examine what is meant by the term age discrimination
- consider your own experiences of stereotypes and think about your own values, attitudes and prejudices
- explore the implications of legislation and initiatives to protect against age discrimination
- challenge inequality with regard to age discrimination
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- ☐ book a suitable venue
- ☐ send course details to the participants, reminding them to read the self-study materials, in particular *Age Discrimination,* in preparation for this module
- ☐ incorporate a set of ground rules for the session in the course details
- ☐ familiarise yourself with the Delivery Plan for this module and associated self-study materials
- ☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- ☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- say what we mean by age discrimination
- explain how stereotyping affects both young and older workers
- recognise their own values, attitudes and prejudices and challenge inequality
- describe the legislation in place to protect against discrimination on the grounds of age
- explore how to develop Action Plans to promote equality and diversity

MODULE 7 SLIDE 3

Sample

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

Examining what we mean by age discrimination

Explain that the group is going to begin the session by defining what we mean by age discrimination in relation to employment.

Ask the participants to get into groups of 2 or 3 or split the group randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Encourage them to come up with ideas.

Write up the ideas on the flipchart/whiteboard.

Discuss the ideas, bringing out the point that age discrimination can affect **all** age groups. The participants may concentrate on ideas relating to older people, but there is also a bias against younger people who have not had much work experience. In fact there appear to be only five years of your working life during which you are not at risk of age discrimination.

Show the following slide and ask the participants to comment on it.

> The only time that you are not at risk of age discrimination appears to be when you are no younger than 35 and no older than 40
>
> MODULE 7 SLIDE 4

Ask the participants to consider the following questions:

- What do we mean by older workers – is this 40+, 50+ or 60+?
  The perception of an older worker can vary in different industries.
  For example, in IT and for some city jobs in the stock market there is anecdotal evidence that you are considered 'past it' by 35, while in accountancy there is opportunity for development at this age.
- What do we mean by younger workers – 16-18 or up to 25?
  Does it depend on when you started work?
  For example, a 22 year old teacher would be an inexperienced probationer but a 22 year old hairdresser who started an apprenticeship at 16 would be considered fully trained and experienced.

Sum up this section by showing the following slide:

> Age discrimination occurs when age is used to build a mental picture of a person
>
> Stereotypes and assumptions are made on age rather than the competency of the individual
>
> MODULE 7 SLIDE 5

Sample

Here is a list of the rest of the contents of this pack

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2C. Personal Adviser (Careers) Level 4: Requirements of the Job	26
3. Optional Activity Handout: Younger and Older Workers	27

Sample

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Module 8:

New Migrant Communities

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- Positives and negatives of new migrant and indigenous workers 21
- Employment of EU migrant workers in the UK 22
- Optional Activity Handout – Stereotyping 25

Sample

Module 8: New Migrant Communities

The objectives for this session are to:

- examine what is meant by the term new migrant communities
- consider stereotypes of new migrant workers in the UK and think about our own values, attitudes and prejudices
- explore the implications of legislation and initiatives to protect against discrimination on the grounds of race and how this applies to new migrant workers and families
- challenge inequality with regard to new migrant worker and families
- identify how we can promote and support valuing difference and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- ☐ book a suitable venue
- ☐ send course details to the participants, reminding them to read the self-study materials, in particular *The Legal Framework for Diversity* and *New Migrant Communities,* in preparation for this module
- ☐ incorporate a set of ground rules for the session in the course details
- ☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants
- ☐ familiarise yourself with the Delivery Plan for this module and associated self-study materials
- ☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- ☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ☐ if including the Option *Stereotypes and the Media*, you will need to collect newspapers, magazines etc.

You may also find it helpful to discuss the modules with another facilitator or your manager.

Sample

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity ***Icebreaker***

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- explain what we mean by the term new migrant communities
- challenge stereotypical ideas about new migrant workers and put forward the business case for diversity
- describe legislation to protect against discrimination on the grounds of race and how this applies to new migrant workers
- challenge inequality
- explore how to develop Action Plans to promote equality and diversity

MODULE 8 SLIDE 3

Sample

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

Examining what we mean by new migrant communities

Explain that the group is going to begin the session by defining what we mean by new migrant communities in relation to employment.

Ask the participants to get into groups of 2 or 3 or split the group randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Encourage each group to come up with ideas about what new migrant communities are.

Write up the ideas on the flipchart/whiteboard.

Discuss the ideas, particularly bringing out the point that migrant communities have existed for generations and decades. The participants may focus on ideas relating to new migrant workers, but there is also bias against new migrant families within local communities and individuals who are engaged in learning.

Show the following slide and ask the participants to comment on it.

At times we have relied on visitors and migrants to supply essential capital to our economy and plug labour gaps.

Similarly, there are times when UK workers have migrated to other countries.

Migrant workers provide valuable contributions to our society, both socially and economically.

Rapid growth in migration to the UK has come from expansion of the EU to include:

- Czech Republic, Estonia, Hungary, Lithuania, Latvia, Poland, Slovakia and Slovenia from 2004
- Romania and Bulgaria from 2007

MODULE 8 SLIDE 4

Sample

Ask the participants to consider the following questions:

- What do we mean by new migrant workers?
- What do we mean by new migrant communities?

Sum up their ideas and show the following slide:

"We all need to work together to share best practice approaches, to ensure lessons are learned from past experiences of migration, and to ensure a more strategic approach to tackling these important issues.

Together, we can be even more active and effective in our support for the valuable new migrant worker community."

Barry Gardiner, Rural Affairs Minister, May 2006

MODULE 8 SLIDE 5

Sample

Here is a list of the rest of the contents of this pack

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Sample

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