

ACT/TDA Citizenship and Careers Education Activities

Activity 6: Equal or not?

Background

This activity focuses on discrimination at work and the legal rights that people have to be treated equally and fairly. Learners discuss a range of statements about equality and diversity before taking part in a debate.

Age range: Key stage 4

Time needed: Approximately 2 hours

Aims and Purpose

In following this activity learners will:

- Be aware of the legal protection all groups of people have against discrimination in the workplace
- Reflect on their own views about who does what at work and consider or challenge the opinions of others
- Weigh up what is fair and unfair in how people are treated at work
- Practise their debating skills

Curriculum Links

<p style="text-align: center;"><u>Citizenship</u></p> <p>This work relates to the following aspects of the Citizenship Programme of Study for key stage 4.</p>	<p style="text-align: center;"><u>Careers Education</u></p> <p>This work relates to the following concepts from the Key Stage 4 Programme of Study for PSHE Education: Economic Wellbeing and Financial Capability.</p>
<p><u>Key concepts</u></p> <p><u>Democracy and justice</u></p> <p>a) Participating actively in different kinds of decision-making and voting in order to influence public life.</p> <p>b) Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.</p> <p><u>Identities and diversity: living together in the UK</u></p> <p>b) Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.</p>	<p><u>Key processes</u></p> <p><u>Self-development</u></p> <p>a) develop and maintain their self-esteem and envisage a positive future for themselves in work</p> <p><u>Range and content</u></p> <p>c) rights and responsibilities at work and attitudes and values in relation to work and enterprise</p> <p><u>Curriculum opportunities</u></p> <p>a) use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues</p> <p>i) discuss contemporary issues in work</p>
<p><u>Key processes</u></p> <p>a) question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems</p> <p>b) research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods</p> <p>c) interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias</p> <p>d) evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global).</p> <p><u>Advocacy and representation</u></p> <p>a) evaluate critically different ideas and viewpoints including those with which they do not necessarily agree</p> <p>b) explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions,</p>	<p>Statutory Guidance for Impartial Careers Education:</p> <p>The following learning outcomes are featured in this activity:</p> <p>4.1) have been positively challenged to consider opportunities that they might not otherwise have considered</p> <p>4.4) have positive expectations of work</p> <p>5.1) are able to recognise and challenge stereotypical views of opportunities in learning and work</p> <p>5.2) understand that stereotypical decision-making can have financial implications</p> <p>5.3) consider learning and work options that are not generally associated with their school</p> <p>5.4) consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background</p>

including formal debates and votes
c) present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.

Range and content

- a) political, legal and human rights and freedoms in a range of contexts from local to global
- k) the rights and responsibilities of consumers, employers and employees
- l) the origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities

Curriculum opportunities

- a) debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities
- e) participate in different forms of individual and collective action, including decision-making and campaigning
- f) work with a range of community partners and organisations to address issues and problems in communities
- g) take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
- j) make links between citizenship and work in other subjects and areas of the curriculum.

Career, work-related learning and enterprise 11-19 - a framework to support economic wellbeing

The following learning outcomes are featured in this activity:

Element 3

'recognise and challenge stereotypical views of opportunities in learning and work'
Element 6

'give examples of rights and responsibilities at work, work roles and identities, and attitudes and values in relation to work and enterprise

Preparation and resources

- Two of the film clips featuring positive role models from the suggestions in Links
- Film clip about women losing their jobs in the recession
<http://www.bbc.co.uk/learningzone/clips/female-workers-suffer-in-a-recession/6858.html>
- Equal or not? discussion cards - cut up
- 'Post its'
- Debate statements
- Ballot box
- Powerpoint presentation - 'Equal or not? Debate' - optional
- Slips of paper on which to vote
- 'Equality Truth' and 'Equality Myth' titles
- Posting boxes with the 'Equality Truth' and 'Equality Myth' titles on - shoe boxes or waste paper bins with the titles on would work well, placed somewhere prominent

Starter (15 minutes)

- In pairs ask learners to use 'post its' to record two people from the same background as themselves (this could be gender, race, sexuality, disability etc) who have really succeeded in life. They can be famous people or people they know personally. Alternatively ask learners to do this for a particular group e.g. women, disabled people. It is important to be really positive and upbeat about the fact that anyone can succeed.
- Learners stick their ideas onto a wall or screen and then get feedback on what qualities the person has that has made her/him successful.

Development of main activity

Film clips (15 minutes)

- Show one or two of the films featuring positive role models and after each ask learners to reflect on:
 - ✓ Why s/he enjoyed the job
 - ✓ What the job involves
 - ✓ How the person got the job or was trained
 - ✓ How does the person feel about the job?
 - ✓ Does the person feel comfortable in a role that is usual more associated with other people?

- ✓ Why aren't there more people from non-traditional backgrounds doing this job?

'Equality Myth or Equality Truth' activity (45 minutes)

- Learners should work in groups of 3-5 to discuss the issues on the 'Equal or not?' discussion cards. For each one they need to decide (and agree!) whether the statement is an 'Equality Truth' or 'Equality Myth' and put the cards into two piles.
- Give a definite time limit - it doesn't matter if not all the groups get through all of the cards
- Then ask a couple of people from each group to post their cards in the appropriate box - 'Equality Myth' or 'Equality Truth'
- Open one of the boxes and discuss as many as there is time for or that learners seem interested in. There is no need to look at every statement.
- The answers are in the Additional Information section

Debate activity - optional (60 minutes)

- Show the debate statements on the powerpoint presentation - 'Equal or not? Debate'
- Add your own statements if there are other issues you would like to cover
- Carry out a 'hands-up' to decide on one statement to debate and then leave this on show on the screen
- Divide the class into two groups (for and against) and ask them to prepare a 2 minute presentation arguing their case.
- Each group will be too large so then put learners into groups of 3-4 to brainstorm some things to say.
- 1-2 people from each 'side' will need to be the main speaker
- Hold a debate with speakers from each side giving their argument before opening up the session for questions 'from the floor'
- The debate does not need to run on for long but you may need to keep things moving by prompting some sensible questions!
- Hold a secret ballot, using the slips of paper and posting boxes and get a volunteer from each 'side' to act as 'counting officers'
- Discuss the final decision as a whole class

Review, reflection and further work

- Ask learners to consider:
 - ✓ What effect discrimination can have on people's careers
 - ✓ How well did they contribute to the debate
 - ✓ How has this exercise influenced how they think about people and jobs

- Set learners the task of researching the careers of some famous people who succeeded in non-traditional jobs
- Positive role models from the community could be invited into the classroom to talk about their roles
- Give learners some career areas to find out about in terms of equality and diversity. e.g. How many female pilots are there?

Assessment opportunities

- Before carrying out this activity ask learners to respond to the statement 'Everyone has an equal chance of having a great career' by rating their opinion from 1 (Totally agree) to 10 (Totally disagree). Do this again at the end to see if the activity has changed their perceptions
- Ask learners to record in their careers folders/portfolios how they or their friends and families could be affected by stereotyping in the future and what they could do about this. Look at some of this work and discuss during the next session
- Ask learners to record how many of the Myths and Truths they got correct and which cards most surprised them and why.
- The suggestions in 'Review, reflection and further work' will also support assessment of learning

Additional notes

Answers to the 'Equal or not?' discussion cards

<p>Half of the UK workforce are women but they still earn on average 22.6% less than men.</p> <p>Truth - according to a Women and Work Commission Report in 2010</p>	<p>Its ok for a faith school to only employ teachers of that faith</p> <p>Truth - to reflect the make up of the school but in most cases it is illegal to advertise for a person of a particular gender, race or faith</p>
<p>19.5% MPs are women</p> <p>Truth - Spring 2010 (126/646)</p>	<p>Maternity/paternity leave is available to part-time workers as well as full-time workers.</p> <p>Truth</p>
<p>It is ok to say that applicants for a job must be clean shaven</p> <p>Myth - because for some faiths a beard is central to beliefs</p>	<p>There were 35 ethnic minority MPs elected at the 2005 general election (out of a total of 646)</p> <p>Myth - there were only 15</p>
<p>30% of high court judges are female 15.8% of court judges are female 3.4% of court judges are from minority ethnic groups 59% of law graduates are female Only 7% of High Court judges are female.</p>	<p>It is ok to tell a single father not to bother applying for a promotion because he will never put in the extra hours.</p> <p>Myth - this is illegal</p>
<p>Men make up just 16 per cent of primary school teachers</p> <p>Truth - as of Spring 2010</p>	<p>A firm awards its workers a Christmas bonus. Its part-time workers are not entitled to this</p> <p>Myth - they are entitled to a proportion of the bonus dependant on the hours they work</p>

<p>Norwell Roberts was the first black police officer in the UK after joining the Metropolitan Police in 1966.</p> <p>Myth - it was PC John Kent who worked in Carlisle from 1837!</p>	<p>There are no male midwives in the UK.</p> <p>Myth - In Spring 2010 there were 93 (0.3%) of the workforce</p>
<p>30.8 % of local county councillors are women</p> <p>Myth - 25%</p>	<p>20% of councillors are ethnic minority women</p> <p>Myth - 1%</p>
<p>If a gay person is discriminated against at work there is no law to protect her/him.</p> <p>Myth - they are protected by the Employment Equality (Sexual orientation) Regulations 2003</p>	<p>A 55 year old worker is not allowed to go on a training course because 'you are too old to learn'. This is illegal.</p> <p>Truth - people over 50 years old are protected from discrimination by the Employment Equality Act (Age) 2006</p>
<p>Only 50% of disabled people of working age are in work</p> <p>Truth</p>	<p>It is always illegal for an employer to specify which gender a job is available to</p> <p>Myth - it is sometimes acceptable e.g. for an acting part or to work in a single sex school or prison</p>

Links

For some clips involving positive role models:

<http://www.bbc.co.uk/learningzone/clips/after-15-years-most-anglicans-welcome-women-priests/6580.html>

(Female vicar)

<http://www.careersbox.co.uk/index.php?region=0§or=15>

(Male play worker and female Muslim nurse)

<http://icould.com/videos/helen-swalwell/>

(Molecular geneticist - female)

<http://icould.com/videos/karena-vleck/>

(Female head of a legal dept)

<http://icould.com/videos/cheryl-boyce/>

(Black female legal executive)

<http://icould.com/videos/andrew-soloman/>

Male nurse - health visitor

For further information about equality and the law:

<http://www.yourrights.org.uk>

www.direct.gov.uk

<http://www.equalityhumanrights.com/>

These resources were commissioned in collaboration with the Training and Development Agency for Schools (TDA), however all information, data and assets remain the property of ACT, and the TDA does not accept any responsibility for the content of external websites. Contact ACT at www.teachingcitizenship.org.uk

Equal or not? Discussion cards - 1

<p>Half of the UK workforce are women but they still earn on average 22.6% less than men.</p> <p>Equality myth or truth?</p>	<p>Its ok for a faith school to only employ teachers of that faith</p> <p>Equality myth or truth?</p>
<p>19.5% MPs are women</p> <p>Equality myth or truth?</p>	<p>Maternity/paternity leave is available to part-time workers as well as full-time workers.</p> <p>Equality myth or truth?</p>
<p>It is ok to say that applicants for a job must be clean shaven</p> <p>Equality myth or truth?</p>	<p>There were 35 ethnic minority MPs elected at the 2005 general election (out of a total of 646)</p> <p>Equality myth or truth?</p>
<p>30% of high court judges are female</p> <p>Equality myth or truth?</p>	<p>It is ok to tell a single father not to bother applying for a promotion because he will never put in the extra hours.</p> <p>Equality myth or truth?</p>
<p>Men make up just 16 per cent of primary school teachers</p> <p>Equality myth or truth?</p>	<p>A firm awards its workers a Christmas bonus. Its part-time workers are not entitled to this</p> <p>Equality myth or truth?</p>

Equal or not? Discussion cards - 2

<p>Norwell Roberts was the first black police officer in the UK after joining the Metropolitan Police in 1966.</p> <p>Equality myth or truth?</p>	<p>There are no male midwives in the UK.</p> <p>Equality myth or truth?</p>
<p>30.8 % of local county councillors are women</p> <p>Equality myth or truth?</p>	<p>20% of councillors are ethnic minority women</p> <p>Equality myth or truth?</p>
<p>If a gay person is discriminated against at work there is no law to protect her/him.</p> <p>Equality myth or truth?</p>	<p>A 55 year old worker is not allowed to go on a training course because 'you are too old to learn'. This is illegal.</p> <p>Equality myth or truth?</p>
<p>Only 50% of disabled people of working age are in work</p> <p>Equality myth or truth?</p>	<p>It is always illegal for an employer to specify which gender a job is available to</p> <p>Equality myth or truth?</p>

Equality Myths

Equality Truths