

T Level resource improvement projects (TRIPs)

Final outputs

Project title: Return TRIP up north

Lead organisation: Middlesbrough College

Project start date: August 2021

Project finish date: March 2022

Description of outputs

Equality, diversity and inclusion (EDI) and FREDIE development activities, including:

- EDI session one: “Disability aware” PowerPoint slide deck
- EDI session two : PowerPoint slide deck
- [EDI tutorial resources](#): tutor guidance form
- [Activity one](#): “Discrimination scenarios” worksheet
- [Activity two](#): “Do you know someone who...?” worksheet

Sector use

These resources are designed for use in T Level group tutorials. They are primarily “initiators” – conversation starters – which teachers can use to begin exploring how EDI is embedded in specific industry sectors and organisations.

They aim to:

- i. raise general awareness of EDI among learners
- ii. kick-start tutorial and pastoral activities designed to help learners explore how EDI is practised within their chosen industry sector
- iii. act as a springboard to prompt other ongoing tutorial and classroom/workshop discussions and activities.

Topic/subject: Equality, diversity and inclusion

Duration: 1hr

Level: All levels

Taking **you** higher

Session overview: The aim of this session is to develop the learners understanding of equality, diversity and inclusion. The session uses discussion, debate and activities to enable learners to develop an understanding of the impact of inequality, discrimination and lack of inclusion.

Objectives: At the end of the session learners will be able to:

- understand equality and diversity in an historical context
- know what the Equality Act (2010) is and its purpose
- know what protected characteristics are
- know the benefits of welcoming and celebrating difference.

Outcome:

Learners will have an understanding and be able to explain what equality, diversity and inclusion means and to identify some of the protected characteristics.

Resources needed:

- paper, pens and post-it notes

Suggested lesson structure

(Teachers are encouraged to modify the delivery notes to meets the needs of their students)

Slide	Teacher action	Learner activity: what will students do to learn?
1	Introduction Tutor: “Do you know someone who...?” starter task on the learners’ desks or share online. Ask learners to spend a little time circling the characteristics of people they know or work with.	Complete “Do you know someone who...?” activity.
2	Possible opening questions Ask directly or allocate learners to groups to discuss, share ideas and provide answers. Have you learnt about equality, diversity and inclusion (EDI) before? If so, can you explain what the words mean, what EDI is and what it is for? Do you know about the Equality Act (2010)? What do you currently understand about it? What do you already know? What about the Universal Declaration of Human Rights? What is it? What is it for? Have you had an experience of being unfairly treated because of who you are, your beliefs or your lifestyle? What happened? When? How did it make you feel? What did you do? Encourage students to share their experiences if they want to (no pressure). What is the purpose of Equality Act (2010)?	Respond to questions. Discuss and share experiences. View the video (if being used). Additional historical context: The story of human rights video (9 mins) https://www.youtube.com/watch?v=6XXGF_V8_7M Equality, Diversity and Inclusion - NEW VIDEO https://youtu.be/LqP6iU3g2eE - YouTube

3 Aims	Share aims. Ask question: How may understanding equality, diversity and inclusion help you in your life, your relationships and your career/work?	Possible activities in response to the question: 1. Pose–pause–pounce–bounce to elaborate. 2. Think–pair–share. 3. Discuss and post-it. 4. Padlet post and share ideas.
4 Equality, diversity and inclusion video	Ask students to watch the video (on slide) and focus on: 1. How does the video explain equality, diversity and inclusion? 2. What is discrimination? Possible activities: Allocate learners to collaboration groups. Ask them to view the video again and provide answers to the questions above. Encourage learners to find other information online explaining equality, diversity and inclusion. Advanced activity: Learners create their own visual graphic, storyline, comic strip, etc. explaining equality, diversity, inclusion and discrimination.	
5 Summary point	Options: either explain or encourage learners to summarise the meaning of each. (Explanations are revealed on click two.)	
7 Protected characteristics	Introduction slide: Explain to learners that, in this section, they will be looking a little deeper into the nine protected characteristics (PCs).	From the knowledge they already have, learners write down their own PCs.

	Say: “As individuals we all have more than one PC – for example, gender, sexual orientation, age, race and belief (or not having a belief, which is also protected).” Questions: Have you heard the term protected characteristics before? What do you already know about protected characteristics? Can you state them or explain them? Do you know what your own protected characteristics are?	
8	Show video (on slide). Instruct learners to focus on the descriptions of each of the PCs. Encourage note-taking. Tutor: further information – Protected characteristics https://www.equalityhuman-rights.com/en/equality-act/protected-characteristics	Learners write down as many protected characteristics as they can think of or remember from the video. Then, they go back to their own list and see if they need to add or change their own PC profile.
9 Advanced activity (if time allows or if doing this session over two weeks)	Allocate learners to small collaboration teams. Instruct learners to work in teams to produce an information artifact to explain/ or inform other students about the nine PCs and their meaning. Tutor notes: depending on the group encourage learners to produce their information in any format/medium that they feel is appropriate, to get creative and be imaginative. Video for reference/sharing, if required: Protected characteristics https://www.youtube.com/watch?v=VXLtKImtrvM&t=39s	Learners produce a poster, leaflet, presentation, song, or Sway, etc. explaining the nine PCs.

10	Introduce the final section of the session which is focused on types of discrimination. Ask learners to watch the next video and note the four main types. Support lower-level learners to refine and narrow their search or provide direct links to the information for them to read and use: The 4 types of discrimination: what every employer needs to know https://www.hrsolutions-uk.com/4-types-of-discrimination/ Advanced activity: Find or suggest examples of each of the main types of discrimination.	Activity: Learners search the internet to find out what the four main types of discrimination are in the UK under the Equality Act 2010.
11 Four types of discrimination	Share information and discuss each type. Further information for teachers and learners: - What is discrimination? https://www.equalityhumanrights.com/en/advice-and-guidance/what-discrimination - What equality law means for you as an education provider https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_further_and_higher_education.pdf	
12-16	Display scenarios. Encourage learners to think about the situation in each case and decide what type(s) of discrimination is (are) being described. Tutor notes/answers: - Direct discrimination on the grounds of age - Indirect discrimination on the grounds of gender (because women still carry out the majority of childcare in our society). Changing the meeting time and therefore removing barriers for women with childcare issues would automatically improve opportunities for people of any gender with the same issue.	Possible activities: - Whole group work together to decide which type of discrimination is at play and which PCs the discrimination is linked to. - Small group task to decide which type of discrimination is at play and which PCs the discrimination is linked to. - Split learners into groups and ask them to decide which type of discrimination is at play and which PCs the discrimination is linked to. Select one person from each group to visit the other groups in turn to share their sessions and reasons (jigsaw technique).

	• Harassment on the grounds of race; victimisation of the wife if the unfair treatment was linked to the complaint. • Harassment on the grounds of sexual orientation – by perception. Hate crime or hate incident? (Hate crime and bullying https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/hate-crime-and-bullying)	4. Independent/individual activity with each learner working on each scenario. 5. Think–pair–share – similar to (4) but learners pair up and share their ideas to find a common consensus.
13	Open discussion: encourage learners to look at each of the four values and consider how equality, diversity and inclusion can be linked.	

Discrimination scenarios

Options

1. Hand out all four scenarios on one sheet.
- or
2. Cut out the four scenarios and hand them out individually.

Possible extension activity on completion. Ask learners to create their own scenario to test the understanding of others in the group.

Scenario 1

A promotion comes up at work. The employer believes that memories get worse as people get older so doesn't tell one of his older employees about it because he thinks the employee wouldn't be able to do the job

Scenario 2

A local authority is planning to redevelop some of its housing. They decide to hold consultation events in the evening. Many of the female residents complain that they cannot attend these meetings because of childcare responsibilities.

Scenario 3

An employee makes a complaint about a workmate who is insulting him about his religion. His wife who works in the same place is then treated unfairly at work.

Scenario 4

A learner is continuously called abusive names by others in the class group 'for a laugh' because they think the student is gay.

Do you know someone who... ?

Activity: Look at the image below. Tick or draw a circle around the images that relate to someone you know (tick/circle as many as needed).

Has a child	Is in their 30s	Is shorter than 5 feet	Wears glasses
	30s	<5ft	
Is gay	Votes for a different political party	Supports a different football team	Likes going to the opera
			
Has a criminal record	Uses a wheelchair	Has brown eyes	Is male
			
Speaks another language	Prays at a mosque	Is a vegetarian	Has a Scottish accent
			
Wears a turban	Is over 65	Is female	Has a degree
	65+		