

GROUNDS FOR ACTION

Building a Culture of Equality in our Society
A Citizenship Education Resource for Transition Year and Key Stage 4

Equality Authority in collaboration with the CDVEC Curriculum

Development Unit and the Equality Commission of Northern Ireland

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by

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Working Group of Teachers

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INTRODUCTION

The Introduction provides an overview of this resource for teachers including the following:



EQUALITY, DIVERSITY AND THE CURRICULUM

This resource is based on a number of key principles:



Learning

is enhanced when individuals / groups have the opportunity to 'learn by doing'



Critical thinking

is enhanced when individuals / groups take time to reflect on their learning



Citizenship

is enhanced when individuals / groups are empowered to be active



Diversity

is enhanced when individuals / groups learn to appreciate the value of difference



Equality

is enhanced when individuals / groups come to appreciate that diversity is the norm and that stereotyping and discrimination limit human potential



Promoting equality

is enhanced when people are motivated to take action on an issue that interests them or they feel strongly about.

This resource is designed to accompany the resource *Equality and Diversity: Building a Culture of Equality in our Society* developed by the CDVEC Curriculum Development Unit.¹ Both resources are intended primarily for use in Citizenship Education in Transition Year (Ireland) and Key Stage 4 (Northern Ireland). As resources on equality and diversity, they are clearly based on human rights, which underpin the citizenship curricula in both jurisdictions. The suggested actions in this resource cover all the grounds included in equality / anti-discrimination legislation in Ireland and Northern Ireland and Section 75 of the Belfast Agreement. They can also support schools in implementing the Community Relations, Equality and Diversity policy (CRED).

¹ The *Equality and Diversity* resource was developed as part of the CDVEC Curriculum Development Unit's involvement in an education for reconciliation project supported by the PEACE III Programme and managed for the Special EU Programmes Body by the Community Relations Council/Pobal Consortium.

EQUALITY, DIVERSITY AND THE CURRICULUM

Transition Year

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

Within the Transition Year programme:

- ⇒ There is a commitment to include a wide range of learning experiences, including 'learning by doing'
- ⇒ Key skills include the capacity for critical and creative thinking and these are supported throughout the processes by reflective questions and activities
- ⇒ Taking action on equality and diversity will help schools to meet the overall aim and objectives which include preparing '*students for their role as autonomous, participative and responsible members of society*'
- ⇒ Working with others is a key skill that senior cycle seeks to develop. Gaining an appreciation of the value of diversity in life is a step in this direction
- ⇒ There is a commitment to promoting citizenship and enabling students gain an understanding of equality. Engendering a commitment to non-discrimination is a fundamental dimension of citizenship.

This resource, along with the accompanying resource *Equality and Diversity*, provides sufficient material to form the basis for a **Transition Unit**.

Key Stage 4

Used in conjunction with the *Equality and Diversity* resource, this resource meets the aims of the KS 4 curriculum for Local and Global Citizenship by helping students:

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

The combined resources may also be used in Year 13 to support students in completing the **Certificate of Personal Effectiveness (CoPE)**. They can also support schools in implementing the **Community Relations, Equality and Diversity policy (CRED)**.

RESOURCE STRUCTURE

This resource is structured in three parts. It is designed to accompany the *Equality and Diversity* resource developed by the CDVEC Curriculum Development Unit.

PART ONE:

TAKING ACTION ON EQUALITY AND DIVERSITY

This section provides background information for teachers including a framework for exploring what equality means, a set of reasons for undertaking an action on equality, an outline of what constitutes an action on equality and ideas in relation to where actions can be taken.

PART TWO:

A MENU OF TWENTY ACTIONS ON EQUALITY AND DIVERSITY

This section presents a menu of twenty actions that can be undertaken. Each action complements a section in the teaching material *Equality and Diversity* that accompanies this resource. The section also includes examples of actions related to equality undertaken by schools through the Young Social Innovators programme. These provide an insight into how actions can support learning about equality and have an impact on the school and the wider community.

PART THREE:

RESOURCES

This section includes a series of *general templates* which teachers can use directly with their students as well as a series of *rough guides for students* that can be used in the preparation and delivery of some actions. It also includes a list of resources that are available to schools and encourage action based learning in relation to equality and diversity. These resources include films, debate topics, teaching resources and programmes, a list of organisations that may be useful and information on equality / anti-discrimination legislation in Ireland and Northern Ireland.

HOW TO GET THE MOST FROM THIS RESOURCE

USING THE COMBINED RESOURCES

This resource and the accompanying resource, *Equality and Diversity*, are designed to complement each other. The *Equality and Diversity* resource includes a range of lessons which use active learning methodologies to bring the concepts and experiences of equality and inequality to life for the students. This resource further explores these concepts using action based learning. Throughout the menu of action ideas, relevant lessons in the *Equality and Diversity* resource are referenced. Used together, the resources support teachers to work with students to develop the skills set out in Citizenship Education in Transition Year (Ireland) and the Key Stage 4 curriculum for Local and Global Citizenship (Northern Ireland).

TRANSITION UNIT

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

CERTIFICATE OF PERSONAL EFFECTIVENESS (COPE)

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

CROSS CURRICULAR LINKS

This resource provides many opportunities to develop links across the curricula in Ireland and Northern Ireland. Cross curricular links are highlighted in Part Two after the description of each action.

CHOOSING ACTIONS

This resource provides teachers with the opportunity to work with students to choose an action project from the Menu of Twenty Actions. This approach can help students to engage with the activity as responsible active participants from the beginning.

ADDITIONAL SUPPORTS FOR TEACHERS

Teaching about equality and diversity can potentially raise issue that may be contentious or controversial. This resource and the *Equality and Diversity* resource are designed to minimise the risks associated with teaching controversial issues in a classroom setting and to enable the issues to be discussed in a way that is safe and respectful of others. See ‘Teaching Controversial Issues – A Note for Teachers’ in the *Equality and Diversity* resource for further information on approaches, frameworks and methodologies that may be helpful.

USING THIS RESOURCE IN THE CLASSROOM

WHOLE CLASS

Use one action as a whole class activity with small groups taking specific roles.

ACTION GROUPS

Divide the class into action groups and let each group work on their own action of choice.

LINK ONE ACTION TO ANOTHER OVER THE SPACE OF THE YEAR

Begin with one action and then move on to another – for example:

- Visit or host an organisation *and then*
- Organise an awareness raising event.

TWENTY ACTIONS AT A GLANCE

ACTION	ACTION FOCUS	METHOD
1 Page 30	Exploring Diversity: We are in Diversity	Develop a class logo or symbol – display it or wear it
2 Page 32	Exploring Diversity: Diversity in Our Community	Undertake a community study on diversity and mount a display – potentially in local library
3 Page 34	Exploring Diversity: Diversity in Relation to Religion and Non-Religion	Create a calendar of significant days and share your knowledge
4 Page 38	Perception and Stereotypes of Diversity: Congratulations it's a Baby – Gender Stereotyping	Create awareness of the impact of gender stereotyping through a public activity using gender neutral cards designed by the students or other articles such as toys or clothes
5 Page 42	Perception and Stereotypes of Diversity: Ageism – Busting Stereotypes	Carry out a survey of attitudes towards older people and then develop an action to address these
6 Page 44	Perception and Stereotypes of Diversity: Recognising and Valuing Traveller Culture and Ethnicity	Host a visit from, or visit, a Traveller Project to create awareness of Traveller culture and ethnicity
7 Page 46	Perception and Stereotypes of Diversity: We are All More than a Single Story	Create an intercultural or nationality display to raise awareness and to challenge stereotyping
8 Page 48	Introducing Equality: Our School – How do we Respond to Equality and Diversity?	Develop an action plan on equality and diversity and present it to school management
9 Page 50	What does Equality Mean? Equality Scenarios	Create an equality drama to teach others about the meaning of equality
10 Page 54	What does Equality Mean? There is no Room for Homophobia	Educate others about the impact of homophobic bullying and create a homophobia free zone in the school. Possible use of a flashmob activity

Continued Overleaf

TWENTY ACTIONS AT A GLANCE

ACTION	ACTION FOCUS	METHOD
11 Page 56	What Does Equality Mean? Inequality of Relationships - Policies Matter	Develop a postcard or bookmark or other item to educate others about the school's anti-bullying policy and its importance
12 Page 58	What Does Equality Mean? Inequality of Participation - Voice Matters	Develop and present a plan to strengthen student participation in school decision-making
13 Page 62	What Does Equality Mean? Equality of Opportunities and Outcomes: Don't let Disability be a Liability	Collaborate with a group or organisation to support greater equality of opportunities and outcomes for all
14 Page 64	Equality and the Law: The Equality Grounds	Develop a road show or radio show to educate others about the equality grounds and encourage them to take a small action
15 Page 66	Equality and the Law: Organising for Change	Visit or host an organisation or group that is working for equality and take an action to support their work
16 Page 68	Equality and the Law: The Impact of Taking a Caring Role on Young People	Run a short media campaign on the issues facing young carers. Maybe even try a bit of yarnbombing or yarnstorming to liven up the launch
17 Page 70	Equality and the Law: All is Fair In Love and Marriage	Engage in an inter-school debate on a topic relating to marriage equality and / or family life
18 Page 72	Equality and the Law: Get on Your Box – Politics and Equality	Engage in a public speaking event from the perspective of each of the political parties and a few independents!
19 Page 74	Keeping Equality on the Agenda: Equality and Diversity on the Big Screen	Use a film to create awareness about an equality issue of choice and survey the impact it has on the attitudes of the audience
20 Page 76	Keeping Equality on the Agenda: Equal Voices – Sing Up and Sign Up	Use the medium of song to launch a petition campaign on an equality issue of choice

PART ONE

TAKING ACTION ON EQUALITY AND DIVERSITY

This section includes information for teachers on equality and diversity:

1. What do we mean by equality and diversity?
2. Why take action on equality and diversity?
3. What constitutes an action on equality and diversity?
4. Where can actions on equality and diversity be taken?

WHAT DO WE MEAN BY EQUALITY AND DIVERSITY?



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

Diversity



Diversity recognises that individuals and groups of people are different. Groups of people can be differentiated from each other based on certain characteristics, some of which may be more visible than others. These can include ethnicity, language, sexual orientation, family structure, age, gender, nationality, ability / disability, religious belief, and skin colour. It is important to remember that while diversity includes cultural diversity, it also includes much more, for example any of the characteristics named above.

Another important dimension to remember is that diversity exists within groups. For example, in any one group of young people there can be a lot of diversity, in terms of nationality, religious belief and sexual orientation. Or in any one religious group, there can be a diversity of age, family structure, ability / disability, political beliefs, and so forth.

Equality



Equality is about protecting people's rights. Under equality and anti-discrimination legislation in Ireland and Northern Ireland people's rights are protected in employment and in accessing goods and services on certain grounds. In Ireland there are nine grounds - gender, civil status, family status, sexual orientation, religion, age, race, membership of the Traveller community, and disability. In Northern Ireland political opinion is also included.

Equality does not always mean treating everyone the same. For example, within a group of students, different students may require different supports to ensure that they all have the opportunity to sit and pass the Leaving Certificate or GCSE exams. This is sometimes called 'positive action' or reasonable accommodation.

DIFFERENT TYPES & LEVELS OF EQUALITY³

Based on J. Baker, K. Lynch, S. Cantillon and J. Walsh (2009 and 2004),
Equality from Theory to Action, Palgrave Macmillan

Basic equality

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

Example – everyone, no matter how much they earn, has equal worth and importance as a human being



Liberal equality

Builds on basic equality and assumes that there will always be major inequalities between people because of their status, the level of resources available to them, their employment and the level of power they have. These inequalities can be managed by strengthening the minimum to which everyone is entitled and promoting equality of opportunity so that people have the same chance to compete for advantage. Positive action or reasonable accommodation may be required to support some individuals or groups to have the same opportunity to realise the same outcomes as others.

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



Equality of condition

Builds on basic equality and liberal equality with the aim of eliminating major inequalities over time. This idea of equality emphasises that inequality is rooted in the social structures of society and that these structures can be changed. How these structures may need to change requires debate and discussion.

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

³ S. McGuinness, E. Kelly, T. Callan and P.J. O'Connell (2009) *The Gender Wage Gap in Ireland*, The Equality Authority and the Economic and Social Research Institute.

EQUALITY DISCUSSION TOOL

When discussing any equality issue or theme be sure to consider the following four dimensions of equality.

Sample questions are provided under each dimension below:

Equality is about opportunities and outcomes:

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

Equality is about recognition and respect:

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

Equality is about participation:

- Who makes the decisions in society / community?
- Are some voices absent?
- Are some voices stronger than others?
- Is every effort made to include all voices?
- Who has the power to decide what supports and resources can be made available?

Equality is about relationships:

- Does everyone have access to making a diverse range of friends?
- Is care work valued and respected in the community and in society?
- Is diversity explicitly recognised and named within the school's anti-bullying policies?
- Do schools and communities promote and support good relations between diverse groups of people – for example, cross-community and cross-cultural relationships?

EQUALITY NOTE

The equality / anti-discrimination legislation in Ireland and Northern Ireland does not cover every equality issue or theme. The legislation is very specific about the individuals and groups protected under the law. It also has a very specific definition of discrimination in the areas of employment, and / or goods and services (see pages 120–126 for more details).

WHY TAKE ACTION ON EQUALITY AND DIVERSITY?

FOUR GOOD REASONS!

1

STEREOTYPING LIMITS LIFE EXPERIENCE AND CAN LEAD TO DISCRIMINATION

When difference becomes a target, stereotyping and assumptions about others can come into effect. These ideas begin to inform our attitudes and behaviours towards others and ourselves. Stereotypes are often based on misinformation and only focus on one aspect of a person, thereby ignoring the diversity and complexity of their identity. This can limit potential in all walks of life – school, career, aspirations one has for oneself – and can lead to discrimination.

2

EQUALITY BENEFITS EVERYONE

When a commitment to equality is alive and active, everyone benefits. Any society or community that promotes equality helps ensure that everyone has the widest range of opportunities and outcomes, that there is greater equality of participation in decision-making and that equality of recognition and respect and equality of relationships becomes the cornerstone of community life. In this way stereotyping, discrimination and inequality are much less likely to create barriers and conflict between individuals or groups.

3

RECOGNISING DIVERSITY MAKES FOR A RICHER LIFE EXPERIENCE

Students in any school already experience diversity, but may be unaware of its range and unappreciative of its richness and value. Students may value sameness and may choose to work in the same small groups without learning how to work with and appreciate difference. Furthermore, students may see only differences that are explicit or visible to the eye, such as disability or colour of skin, but remain unaware of the differences below the surface or not seen in school such as religious practices, cultural values or sexual orientation.

4

DISCRIMINATION IS AGAINST THE LAW AND NEGATIVELY AFFECTS INDIVIDUALS' AND GROUPS' LIFE EXPERIENCE

Discrimination, whether direct or indirect, can affect people negatively. It can affect their access to and experience of education, their social experiences and most importantly can negatively affect their self-esteem and their sense of themselves. Discriminatory actions by others can be punishing and may often lead to isolation. Tackling discrimination in all forms is an important role of every school.

WHAT CONSTITUTES AN ACTION ON EQUALITY AND DIVERSITY?



INFORMING ONESELF

Researching a particular issue or aspect of equality contributes to a greater appreciation of diversity and an understanding of equality and its varying dimensions. Informing oneself can also support the development of a personal commitment to promote equality.



ENGAGING IN DEBATE

Debating an issue about equality or diversity is a means of developing the capacity to make an informed argument or choice on issues relating to equality and diversity. It can also encourage others to do likewise.



INFORMING OTHERS

Creating awareness among others of a particular issue relating to equality and diversity is a way of creating and promoting a culture of equality in the classroom, school or community.



COLLABORATING AND WORKING WITH OTHERS IN THE COMMUNITY

Identifying a group or organisation to collaborate or work with encourages a better understanding of others' experience of difference or equality and inequality, including stereotyping or discrimination or

both. Through such collaboration there is also the possibility of developing recognition and respect, encouraging equality of participation and promoting equality of relationships.



LOBBYING

Lobbying those who may be in a position to make concrete changes on an issue relating to diversity or equality ensures that those with the power to act are reminded of their role in the promotion of equality.



PARTICIPATING IN AN EXISTING EVENT, PROJECT OR CAMPAIGN

Participating in an event or project or joining an existing campaign that addresses an issue relating to equality and diversity is an important step in working in solidarity with those who are advocating for greater equality for themselves or others.



ORGANISING AN EVENT OR CAMPAIGN

Organising an event or campaign on a particular issue relating to diversity or equality is a way of bringing public attention to an equality issue and can also help mobilise others to address inequalities and promote greater equality.

WHERE CAN ACTION ON EQUALITY AND DIVERSITY BE TAKEN?

IN ANY OR ALL OF THE FOLLOWING LOCATIONS!

IN THE CLASSROOM

Promoting a culture of equality and respect in terms of difference can be enhanced by bringing to the attention of students their way of working with each other. Supporting students to find inclusive and participative ways of organising themselves can help develop a culture of equality in their immediate surroundings.

IN THE SCHOOL

Students are ideally placed to influence the school environment. They often know exactly what issues exist in terms of equality and diversity and can be very perceptive about what needs to be done to address them. Creating a culture of equality in a school cannot happen without the students. Taking action in the school can enhance their sense of influence and help them to recognise that they are agents of change in their own environment.

IN THE COMMUNITY AND OUT-OF-SCHOOL ACTIVITIES

Students live in the community and can influence what happens there. Further to this in the context of Citizenship Education many are involved in making links with and engaging in the wider community. Whether students are on work experience or are active members of their youth club, they can take a role in promoting equality.

AMONGST FAMILY AND FRIENDS

Students are ideally placed to influence family and friends – in fact it can be amongst their family and friends that they can have the greatest influence. Taking action in this sphere can enhance students' roles as 'peer educators'.

IN THE WIDER SOCIETY

Students often recognise how society can discriminate against people. In fact they can be passionate and committed to change at this level. Encouraging this can really foster their commitment to active citizenship.

PART TWO

A MENU OF TWENTY ACTIONS ON EQUALITY AND DIVERSITY

This section includes:

1. An introduction for teachers to structuring, reflecting on, evaluating and assessing an action
2. A menu of 20 actions including sample steps
3. Sample of four actions with a focus on equality undertaken by schools participating in the Young Social Innovators Programme

HOW TO STRUCTURE AN ACTION ON EQUALITY AND DIVERSITY

Every Step Matters

Undertaking an action on equality and diversity is similar to undertaking any other action. It involves various steps. However, in terms of equality and diversity, it is not just what the students do but how they do it that matters. In the 'doing of the action' a lot of learning is taking place, even down to how small groups or task groups are organised. The table on the next page presents the kind of steps that can be taken and identifies potential learning for equality and diversity.

“ALL HUMAN BEINGS HAVE EQUAL WORTH AND IMPORTANCE AND ARE THEREFORE EQUALLY WORTHY OF CONCERN AND RESPECT.”

LEARNING ABOUT

EQUALITY AND DIVERSITY

STEP ONE DECIDING OR BECOMING FAMILIAR WITH THE ACTION FOCUS

The process involved in carrying out an action is critical to the effectiveness of the action. It is important that all students are actively engaged in the choice of issue or how it should be approached.

Ensuring that students take time to reflect on this process will add significantly to their learning in relation to equality and diversity. For example, students can reflect on the following:

- In deciding on the focus of the action was there appreciation of different ideas?
- Who participated in the discussion?
- Were all voices valued equally?
- Was the decision making process fair and unbiased – for example, was anyone excluded from the decision making process?

STEP TWO PREPARATION

The process involved in carrying out an action includes all aspects of preparation. For example, it might include creating working groups, researching, preparing posters, writing a blog, taking photographs. How this is done is vital to the overall experience of the action.

It is important that all students are engaged and that students have the opportunity to both use their strengths and existing skills as well as have the opportunity to develop new ones. For example:

- Were working groups created to be as diverse as possible thereby giving students the experience of diversity in action?
- Were the tasks equally and fairly shared among all members of the group?
- Were there experiences of discrimination in assigning tasks – for example, in terms of gender, ability, membership of an ethnic group?

STEP THREE TAKING ACTION

Undertaking an action of equality and diversity as planned can take a class period, a few hours, a day or longer. The momentum for the action needs to be maintained and the event(s) monitored as they happen. To ensure a focus on equality and diversity in the carrying out an action consider the following:

- Did all students participate equally in carrying out the action?
- Were all contributions given equal support and recognition?

STEP FOUR EVALUATION AND REFLECTION

This step involves standing back when the action is complete. It includes evaluating the action and identifying what has been learned through reflection.

Ensuring that students take time to reflect on the complete action cycle process will add significantly to their learning in relation to equality and diversity.

It is important to consider the following:

- Did the way the action was undertaken increase awareness or understanding of equality and diversity?
- Did the action affect students attitudes towards equality and diversity?
- What skills or competencies in relation to promoting equality and diversity have been gained?
- How has undertaking this action impacted on student behaviour or the behaviour of others?

See also page 28 for further ideas about evaluation and reflection.

REFLECTION



Taking Time to Reflect can Improve Learning

End of Class Reflection Sheet

Some teachers might opt to use end of class reflection sheets. These can be given as regularly as a teacher may wish with the option of keeping all of them together as a journal.

See page 81 for *Template 1: End of Class Reflection*

Reflective Journal

Some teachers may opt to ask students to create a reflective journal where they journal their learning on a continuous basis or weekly basis. This can include the same questions as the reflection sheets but also allow space for creative expression such as photographs, images, and so forth. As part of the reflective journal teachers may also opt to ask students to record their work on a weekly basis.

See page 89 for *Rough Guide 1: Creating a Reflective Journal* and page 90 for *Rough Guide 2: Recording Your Work*

End of Action Reflection

Some teachers may opt for an end of action reflection. This might include asking students to look back on their learning and to identify significant experiences, what they learned about the issue and what they learned about themselves.

See page 83 for *Template 2: End of Action Reflection*

Personal Commitment Statement

Some teachers may opt to give students the opportunity to make a personal commitment based on their learning. This can allow students to think about the issue and how they might contribute to change in a positive way.

See page 85 for *Template 3: Personal Commitment*

EVALUATION



Self-Evaluation

Teachers may opt to support students to undertake an evaluation of their own action.

See page 87 for *Template 4: Self-Evaluation*

Evaluation Sheets

Teachers may opt to support students to develop an evaluation sheet for individuals to complete after they participate in an action organised by the students.

See page 91 for *Rough Guide 3: Creating an Evaluation Sheet*

Evaluation Wall for Larger Gatherings

Teachers may opt to support students to get feedback from a large group of people.

See page 92 for *Rough Guide 4: Creating an Evaluation Wall*

ASSESSMENT OF LEARNING



What Students may Learn and Ideas for Assessment

Learning about Equality and Diversity

Each action includes a set of learning outcomes in relation to equality and / or diversity. For example, at the end of an action it is anticipated that students will:

- Have a greater appreciation of the extent to which diversity is visible and less visible in their community
- Be able to identify and illustrate particular aspects of diversity
- Be able to reflect on their learning in relation to diversity.

Learning Key Skills

All actions provide opportunities for learning in relation to key skills:

- Working together – for example, through discussion and joint decision-making and task sharing
- Selecting and processing information – for example, through researching, analysing, identifying and choosing information or images in relation to equality and diversity
- Communication skills for example – through using IT, hosting discussions, asking questions or creating a presentation
- Personal effectiveness – for example, by participating in a group, taking responsibility and carrying through a task to the end.

What to Assess

There are different aspects of learning that can be assessed:

- Role and participation – including what activities students undertook, the skills they learned and so forth
- Knowledge and understanding – including understanding of equality and diversity including some or all its dimensions (opportunities and outcomes; recognition and respect; relationships; and participation)
- Attitudes and awareness – how students feel or think about particular issues, if and how their attitudes have changed.

Forms of Assessment

A variety of assessment forms can be used:

- Self-assessment, where the focus is on responding to a number of questions about one's own learning
- Peer-group assessment, where the focus is on a group assessing both themselves and potentially each other
- Written-test assessment, where at the end of the action or end of term students can give an overall picture of their learning
- Other forms of assessment can include oral assessment such as presentations, visual assessment such as posters or small videos and so forth.

ACTION IDEA 1

EXPLORING DIVERSITY

WE ARE IN DIVERSITY!

CREATE A DIVERSITY LOGO AND THEN DISPLAY IT OR WEAR IT!

Time Required

Up to 4 *double classes* depending on time given to creating the class logo or symbol and getting t-shirts or hoodies printed, if there are the resources to do so. Alternatively students can create posters for display.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ Images or photographs and access to computers
- ★ Computer for uploading photographs or images and for creating presentations
- ★ Data projector for presentations
- ★ Resources to print t-shirts or hoodies. Note: Alternatively students can create their symbol through artwork and display this in the classroom or school.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 1–4** in the accompanying resource *Equality and Diversity*.

See also:

- ★ For Diversity, Against Discrimination available at www.stop-discrimination.info
- ★ A selection of images entitled 'A Sikh Face in Ireland' originally exhibited in the Chester Beatty Library available at http://www.fomacs.org/project_detail.php?id=102

Brief Description of the Action

This action is designed to encourage students to explore the diversity that exists among them as a group. It is often very easy to talk about appreciation of diversity in terms of very visible and obvious signs of difference – for example, skin colour, ability or disability. However, the essence of this action is to go a step deeper. With the support of discussion and the resources identified, students can begin to creatively think about a broader range of differences and to reflect on how diversity is actually the norm in every group – even within groups that might appear on the surface to be quite similar. As a result of their deliberations they will create a class logo which they can wear or display.

Cross-Curricular Link:

Art or ICT could provide a valuable cross-curricular link for this action.

By the End of this Action Students will be Able to:

- ★ Explain the concept of diversity
- ★ Give examples of diversity including those aspects that are visible and less visible
- ★ Identify the broad range differences that exist among them as a group
- ★ Understand that diversity is the norm in any group.

SAMPLE STEPS

SENSITIVITY NOTE:
Be mindful to ensure that students are not forced to reveal differences they wish to keep to themselves.

STEP 1:

Who are We?

Ask students to gather or create images (either photographic, from the internet or drawn) that capture the range of differences, visible and less visible, that exist in the class group. In groups of 4 or 5, students can share and discuss their images and the differences they represent. Ask each group to choose a limited number of the images / photographs from their pool that they believe best symbolises the range of differences that exist in the class. From this pool they now have to create one symbol or logo that they will present to the rest of the class.

STEP 2:

Prepare to Present

Students can use a PowerPoint presentation to upload some of their chosen photographs or images. When presenting their choices, each group can respond to the following questions:

- ✳ Why did you choose these images?
- ✳ How does your choice express your understanding of diversity?
- ✳ What is your final symbol or logo and why did you choose or create this one?

STEP 3:

Decision Making

Allow for further group discussion among students to explore the presentations they have heard. The task is now to identify which symbol or logo they will choose as a class group. Alternatively they might to create a new symbol arising based on the different contributions. Once the symbol has been agreed, students can investigate the cost of getting the symbol printed on t-shirts or hoodies. Alternatively they can display their work. Remind students that their symbol can be used to encourage others to think about diversity.

STEP 4:

Review and Reflection

Ask students to keep a log of how they have used the symbol as a tool for encouraging others to think about diversity and also a record of the comments they receive. Students could also write a short reflection in their journal on *'In what ways has this action developed my appreciation of diversity?'*

ACTION IDEA 2

EXPLORING DIVERSITY

DIVERSITY IN OUR COMMUNITY

CREATE AWARENESS – EVEN INVOLVE YOUR LOCAL LIBRARY

Time Required

Up to 6 *double classes* depending on medium chosen and resources available in the classroom.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ camera or phone camera
- ✦ Computer for uploading photographs and creating presentation
- ✦ Data Projector for presentation
- ✦ Copies of *Rough Guide 5: The Ethics of Taking Photographs* on page 93.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 1 and 2** in the accompanying resource *Equality and Diversity*.

Brief Description of the Action

This action is focused on the wider community. Students are asked to take their understanding of diversity and to examine how it is reflected within their community. Difference can be explored in terms of religious affiliation, diversity of cultures, occupations and buildings. A photographic study can be developed and may be displayed in the school or in the local library – remember to invite others to the launch!

Cross-Curricular Link:

This action could also be explored in Geography – for example, mapping the different locations and photographs highlighting how the community has changed or become more diverse over time. Who has moved into the area (street) in the last five years? Where have they come from? In this way a series of maps could be developed for display. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Identify and illustrate particular aspects of diversity
- ✦ Express an appreciation of the extent of diversity, visible and less visible, in their community
- ✦ Present their learning about diversity to others.

SAMPLE STEPS

STEP 1:

Choose a Focus for the Study

Ask students, in groups of 4 or 5, to discuss the theme 'difference in our community'. Are there visible differences? What kind of differences are less visible? Are they aware of differences in terms of age, gender, disability, religion, ethnicity and membership of the Traveller community? How are these expressed in the community – for example, in occupations, schools, buildings, activity groups and so forth? Take feedback from each group. As a class, take some time to review the different ideas and to consider what aspects of difference in the community students would like to focus on.

STEP 2:

Assign Tasks and Take Photographs

Ask each group to read *Rough Guide 5: The Ethics of Taking Photographs* on page 93 and develop their own code of ethics. Decide how they will work together as a group. How can they pool their expertise? Who will take photographs? How will permission be sought? Are there people in the community they need to contact that might help them meet people or gain access to buildings they want to photograph? If so, who will do it? Are they going to ask people they photograph to sign a permission slip? Who will keep the overall group working?

STEP 3:

Create and Present a Display

How will they display the results of the study? Will it be mounted or would students prefer to create a PowerPoint presentation? Decide on a selection of photographs to be used. Decide if the presentation will include a music backdrop of text. If so, who will do it? As part of the presentation students could also respond to the following questions:

- ✧ Why did they chose this aspect of diversity to study?
- ✧ What have they learned about diversity in this study?
- ✧ How diverse is our community?

Where will students present their display? Will they have an official launch? If so, who will be invited? Who among the students will speak and what will they say? Remember to invite a local journalist, councillors or community leaders. Maybe have a visitor's book or an evaluation wall and ask for comments or feedback.

STEP 4:

Reflect and Evaluate

Discuss with students their overall experience of completing this action. Ask them to write about the skills they have used and developed in their reflective journal or ask them to write a short reflection on 'What difference does difference make to my community?'

ACTION IDEA 3

EXPLORING DIVERSITY

DIVERSITY IN RELATION TO RELIGION AND NON-RELIGION

CREATE A CALENDAR OF SIGNIFICANT DAYS

Time Required

Up to 6 *double classes* including research and creation of a calendar (the action can go on over the year as different days are marked).

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Access to computers for research
- ✦ Materials for creation of the calendar
- ✦ Access to school assembly, notice board or intercom for regular marking of significant days
- ✦ Copies of *Rough Guide 6: Investigating Religion and Non-Religion* on page 94.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 1 and 4** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ The Chester Beatty Library, www.cbl.ie

Brief Description of the Action

This action is focussed on diversity and respect in relation to religion, including those of different faiths and of no faith. Students are encouraged to develop their understanding and appreciation of difference by creating a calendar of significant dates that have meaning for themselves and others. This calendar can then be used to promote greater appreciation of difference in their school. Different students could take turns of marking particular days at assembly or introducing a specific day over the intercom or creating a calendar space on a notice board in the school.

Cross-Curricular Link:

This action could link very well with Religious Education, History or Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Express a greater appreciation of diversity in relation to religion and non-religion
- ✦ Identify a range of significant days
- ✦ Create awareness about diversity among others.

SAMPLE STEPS

STEP 1:

Research

Brainstorm with students on what they already know about world religions and non-religions – for example, humanist groups or people of no religious belief. Explain a little more about humanism and non-believing to students. Ask them if they know of any significant days in relation to each group. Divide the class into groups of 4 or 5 students and assign each group a particular world religion, humanism or non-religion. Give each group a copy of *Rough Guide 6: Investigating Religion and Non-Religion Groups* on page 94 to consider what they need to find out.

STEP 2:

Making a Calendar

When the research is complete ask students to present to each other what they have discovered about each world religion and about non-religion. Begin to identify key symbols and significant days. Assign each group with a month(s) and ask them to develop a list of days. Encourage them to go back to research other days or events, such as December 12th International Human Rights Day, that they might wish to include.

STEP 3:

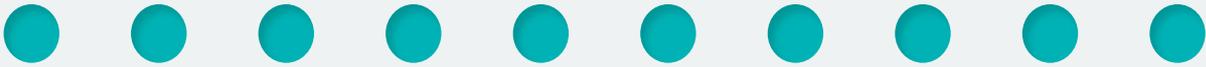
Create Awareness

A decision needs to be made on the next step in relation to creating awareness. Does the class wish to seek permission to use assemblies for the year to mark particular dates or use the intercom on a regular basis? Do they wish to create a wall calendar or an area of the school or an A3 calendar for each classroom? Examine every possibility and then reach consensus on the most appropriate next step. Carry out this part of the action.

STEP 4:

Reflect and Evaluate

Discuss with students their overall experience of their research and awareness raising activities. Students could also write a short reflective piece about religious freedom of expression and why it is important.



STUDENTS ADDRESSING EQUALITY

TEEN DAD RIGHTS: LOL... JK, I'M A TEEN DAD

ROSSES COMMUNITY SCHOOL, DUNGLOE, CO. DONEGAL



As part of their Young Social Innovators Project, students in Dungloe decided to focus on teen fathers because they wanted to challenge stereotypes about teen fathers. They also wanted to raise awareness about the fact that there is very little sex education in school and that addressing this could reduce the number of teenage pregnancies occurring.

STEP 1:

The students undertook research on the web to see what the facts and figures were in relation to this topic. They also did an online survey which they shared on Facebook, Twitter and also a blog site to see what their peers thought about the issue. This showed the students exactly what their peers and adults thought about the topic. It gave them a great insight into what information was available, what was lacking and what they needed to do to help with the topic. Students also researched the level of support that existed for teen fathers. They emailed various citizen advice offices and teen pregnancy agencies but failed to get a response.

STEP 2:

In order to create awareness of the issue of teen fathers' rights, the students got blue silicon wrist bands made that stated 'Teen dad rights' and sold them in the school and in the local community. They donated the money to prostate cancer research as there is no charity or helpline for teen dads. This was an interesting discovery.

STEP 3:

In order to tackle stereotypes about teen fathers the students wanted to prove that they could step up to the mark and be responsible for a child. Initially they made flour sack babies which they had to mind for a full week in school and at home. They could not leave them alone and had to chore swap for babysitting services etc. Their parents or guardians had to sign a contract stating that they would observe them at home and make sure that they were taking it seriously.

STEP 4:

To further their own research and create awareness the students, with another group who were focusing on teenage pregnancies, raised additional money through various bag packs. They used the money to rent 'Real Care Babies' from a company in England. These are mechanical babies which behave like a real baby. They cry a lot and need constant attention. Each student had to mind a baby for a weekend and scored very high (higher than the girls in the class) – they believed this proved the point that they would take parenting seriously.



LEARNING FOR EQUALITY

Students identified and created awareness in the school and local community about the lack of rights for teen dads. They highlighted the lack of information for teen dads about becoming a father and the obstacles and problems that they might face. They also highlighted that there was no support system in place for teen fathers' emotional needs. However, a key learning outcome was the need to challenge stereotypes about teen fathers.

ACTION IDEA 4

PERCEPTIONS AND STEREOTYPES OF DIVERSITY

CONGRATULATIONS IT'S A BABY – GENDER STEREOTYPING

CREATE AWARENESS ABOUT THE EARLY STAGES OF GENDER STEREOTYPING

Time Required

This action can be carried out over a period of 6–8 *double classes* including preparation the event and reflection.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Baby cards or early years birthday cards
- ✦ Access to computer
- ✦ Art materials or access to printers
- ✦ Other potential display items – baby clothes or toys and so forth
- ✦ Tape or video recorders if students wish to conduct a vox pop or video responses at their display.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 4–6** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education*, available at www.equality.ie

Brief Description of the Action

This action is designed to give students the opportunity to reflect on and analyse gender stereotypes. It offers students the opportunity to create awareness among the general public about the potential impact of gender stereotyping. The awareness raising event can take place at a local shopping centre, outside a local shop or even at a school event such as a parent teacher meeting.

Cross-Curricular Link:

This action could also be explored through Social, Personal and Health Education / Personal Development and Home Economics. It is also an ideal action to link with the Art Department in your school.

By the End of this Action Students will be Able to:

- ✦ Define gender stereotyping
- ✦ Identify common gender stereotypes
- ✦ Discuss the impact these stereotypes can have on girls and boys or young women and men
- ✦ Present a reasonable argument for working to address gender stereotypes.

SAMPLE STEPS

STEP 1:

Gender Stereotypes

Ask students to bring and review a selection of 'new baby cards' or birthday cards. Explore with students how boys and girls are depicted on the cards. Are some of the images promoting stereotypes? If so, what are they? Further explore the issue of gender and stereotypes – this can be done through visits to toy shops or, clothes shops, on-line or in reality or both. Explore with students how stereotypes in relation to gender might influence what girls and boys think they can and cannot do. Explore what this might mean in the longer term and how it might affect their education choices, work choices and so forth.

STEP 2:

Design It

Give students the opportunity in groups to design baby cards that are more gender neutral or challenge the stereotypes they have identified. (Alternatively students could design clothes, toys.) This can be done in groups and each group could be charged with designing a few cards. Once a number of cards are designed, a choice needs to be made about how to use them. Would the class have the resources to print and sell them? Could they make posters out of them as part of the display?

STEP 3:

Event

Students need to work together to identify the tasks that need to be done in relation to the display. If they are printing cards they need to check costs and consider how the print run will be paid for, how many cards

are needed and so forth. If they are creating posters they need to decide who will make them. Are there others things they might wish to include in the display? Where will they create the display – for example, in the school (at a parent teacher meeting or open night), in the community or outside a shop?

In relation to discussion with members of the public, time needs to be given to deciding what message students want to give in relation to gender stereotyping. Do they wish to create awareness of its impact or have they a request to make – for example, that people would buy more gender neutral cards, toys or clothes? Do they wish to do a vox pop of people's responses or opinions on the issue of gender stereotyping? The important part of the display is that they use it to educate others.

STEP 4:

Reflection and Evaluation

Give students time to reflect on their personal experience of participating in this action. Ask students to share their reflections – what did they learn about stereotyping in their preparation as well as through the discussions? Review the action. What worked well? What could have been done differently? What did others learn about gender and stereotypes?



THE GENERATION GAP?

LEARNING TOGETHER - BRIDGING "THAT" GAP

URSULINE SECONDARY SCHOOL, THURLES, CO. TIPPERARY



As part of their Young Social Innovators Programme, students in Thurles decided to focus on the inclusion of older people in the community. While the project took nearly the full year, students completed it over a series of steps.

STEP 1:

To begin the students undertook on-line research as well as looking at newspapers in relation to older people. This gave them an abundance of information on the many issues affecting older people including loneliness, their sense of isolation and the feeling that they no longer had anything worthwhile left to contribute to society. The initial reaction of students was to feel sorry for older people and to see what they could do about helping them.

STEP 2:

As a follow-up to their research students organised for a member of Age Action Ireland to speak to the class as a way of raising their own awareness about the roles older people take in wider society. The speaker addressed the challenges for older people in our community but also spoke about the many skills they had, their range of life experiences and how these could inform the younger generation. She also highlighted the desire of many older people to continue to be active members of society and their community, and that old did not mean dead! This aspect of the project created another opportunity for on-going action.



STEP 3:

Students contacted their local active retirement organisation to see if they could find out more about the experiences and needs of older people in their own community. It was during this step that students began to recognise that older people in their community were interested in learning and also had experiences and skills they wanted to share.

STEP 4:

Through their engagement with the active age group students discovered that there was the potential for themselves and the older people to learn together. Students actively began to share their knowledge of mobile phones and computers and in return learnt how to knit, make quilts and embroider. Stories and experience were shared and students began to recognise older people as different individuals.



LEARNING FOR EQUALITY

This project made a considerable impact on students' views and attitudes towards older people in the community. It challenged stereotypes of older people and younger people. It also helped create a more inclusive community by allowing both groups to spend time sharing their skills, experience and stories.

**“STORIES AND EXPERIENCE
WERE SHARED AND
STUDENTS BEGAN TO
RECOGNISE OLDER PEOPLE AS
DIFFERENT INDIVIDUALS.”**

ACTION IDEA 5

PERCEPTIONS AND STEREOTYPES OF DIVERSITY

AGEISM – BUSTING STEREOTYPES

PREPARE TO MEET YOUR ELDERS!

Time Required

The initial steps of this action can be carried out over a period of 4–5 *double classes* but can be extended to include another series of steps and weeks of work.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Print media for media search
- ✦ Contact with a local older people's group
- ✦ Access to computers and printer to develop survey questionnaire
- ✦ Copies of *Rough Guide 7: Carrying Out Equality Research* on page 95
- ✦ Copies of *Rough Guide 8: Developing an Equality Questionnaire / Survey* on page 96.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 4–6** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education*, available at www.equality.ie

Brief Description of the Action

This action is designed to enable students gain a greater understanding of ageism and how it can affect people's attitudes to older people in the community. Negative stereotypes of older people are everywhere – in the language we use, in media images, in newspaper headlines, even in birthday cards. Some common stereotypes might be that older people are not able to function well, not able to work or contribute to society, that older people are not interested in things or that they are stuck in their ways. This action seeks to address the stereotypes young people have in relation to older people and also to build a greater appreciation of equality in terms of age.

Cross-Curricular Link:

This action could be supported through English, including Media studies and be usefully undertaken as a precursor to any intergenerational activities supported or incorporated into Transition Year or KS 4, including a Community Relations, Equality and Diversity (CRED) project

By the End of this Action Students will be Able to:

- ✦ Identify and explain how stereotypes might impact on older people
- ✦ Conduct a survey and analyse data so as to form a judgement about an equality issue
- ✦ Offer a series of ideas or actions that can help address stereotyping of older people.

SAMPLE STEPS

STEP 1:

Older People

Ask students to bring a sample of one week's newspapers and magazines to the class. Divide the class into groups and ask each group to examine a selection of the material and to cut out any image, headline or article about older people. In groups ask students to examine what they have selected and to divide the images, headlines and text into three bundles – positive images of older people, negative images of older people and 'don't know'. Take time to discuss their responses and to identify any stereotypes that they find. At this point it would be useful for students to meet with one or two representatives from a local older people's group. This would allow students and older people to share their perspectives on the material examined with a view to furthering students' understanding of stereotyping and its impact on older people.

STEP 2:

Do People in this School have Stereotypes about Older People?

Ask the student groups to brainstorm together how they might research whether stereotypes identified about older people exist in their school – for example, could they survey other class groups to see if they have stereotypes? Divide the research task among all members of the group. Ensure that there is a job for everyone. Give students time to prepare doing a survey. See *Rough Guide 7: Carrying Out Equality Research* on page 95 and *Rough Guide 8: Developing an Equality Questionnaire / Survey* on page 96.

STEP 3:

Carry out Research, Analyse the Findings and Plan to Address the Stereotypes

When the surveys are complete the next task is that of analysis. Who will do this and how will the results be displayed or used? Once completed, discuss whether the same stereotypes emerged? Were students surprised by any of the responses? Consideration now needs to be given to what can be done in the school to address these stereotypes. Brainstorm with students one thing they would like to do to address this. This brainstorm could give rise to another small action – for example, an intergenerational learning activity, sharing of skills and stories or other activities supported by the school. This could be done in collaboration with a local older people's group.

STEP 4:

Evaluation and Reflection

Give students time to reflect on their personal experience of participating in this action. Ask students to share their reflections. What did they learn about stereotyping in their preparation as well as through the discussions? Review the action. What worked well? What could have been done differently?

ACTION IDEA 6

PERCEPTIONS AND STEREOTYPES OF DIVERSITY

RECOGNISING AND VALUING TRAVELLER CULTURE & ETHNICITY

PROMOTE CROSS-COMMUNITY AND INTERCULTURAL LEARNING

Time Required

This action is designed to take up to 6–8 *double classes*. Once initiated this action can then continue to develop.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ A venue for meeting
- ✦ Contact with the Irish Traveller Movement Yellow Flag Programme or local Traveller project.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 4–6** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education*, available at www.equality.ie
- ✦ A series of short videos on Irish Travellers and third level education available at www.itmtrav.ie
- ✦ A short film made on Traveller Culture and Heritage is available at <http://kildare.ie/Library/SpecialProjects/Pictureogs/>
- ✦ Additional information on Travellers is available from Pavee Point at paveepoint.ie

Brief Description of the Action

The aim of this action is to give students the opportunity to gain greater understanding of the culture and lives of Travellers. It aims to bring students into contact with Traveller heritage, beliefs and values. This action can stand alone but is best considered as cumulative action – one that can be built on over a period of a year – with students reviewing and extending the work as they go. Members of the Traveller community are best positioned to support students learning about Traveller life and culture. If there are members of the Traveller community in the school who are happy to be involved in this action it would be useful to include them from the beginning. However, there may also be students who have not identified themselves as members of the Traveller community, but may be more willing to become involved at a later stage or in a further action.

Cross-Curricular Link:

This action could be part of a whole school engagement with the Yellow Flag Programme run by the Irish Traveller Movement – see www.yellowflag.ie for further information. It could also be carried out as part of a Community Relations, Equality and Diversity (CRED) programme.

By the End of this Action Students will be Able to:

- ✦ Identify aspects of Traveller culture and ethnicity
- ✦ Recognise how stereotypes can affect Travellers' opportunities
- ✦ Identify actions that students can take to support a greater appreciation and recognition of Traveller culture.

SAMPLE STEPS

STEP 1:

Developing Understanding

Begin this action with some ground work on Traveller life and experience. For example, show students one or more of the video clips included in the 'teaching resource' section of this action on the previous page. Once they have finished watching these, explore with students the view of Traveller life and culture presented in the videos and what they have learned. In particular, explore anything they saw or heard that might challenge stereotypes about Traveller life. Discussion can also explore whether there are stereotypes of Travellers that are promoted in the media and discuss the impact this might have on members of the Traveller community such as their experience in school and in the community.

STEP 2:

Prepare to Host a Visit

Travellers are best positioned to help students explore Traveller culture and ethnicity. Students need to work together to plan an event to promote greater recognition of Traveller ethnicity. The plan for example, might include students identifying Traveller groups they could contact to get more information or members of the Traveller community that might be willing to visit the school or speak to the class. See the Irish Traveller Movement or Pavee Point websites included in the *List of Organisations and Groups* on pages 118–119 for further information about the location of Traveller projects around the country.

Students can divide the work among groups – for example, an organising group; a research group who will find out what students

know and what they would like to find out more about in relation to Traveller culture and heritage; a group that will meet with the potential speaker or Traveller project before the class visit or event, and so forth. Questions for the speaker or Traveller project should be agreed by students in advance and given to the speaker in advance so that he / she can prepare for the class visit or event. Students can draw up an invitation list to the event including teachers and any one else the class and members of the Traveller community would like to see present.

STEP 3:

The Visit

Remember to think about evaluating the class visit / event. Individual evaluation sheets can be used – see *Rough Guide 3: Creating An Evaluation Sheet* on page 91. A final question that could be addressed at the class visit / event is how the school can further help address stereotypes and promote greater recognition of Traveller culture and heritage.

STEP 4:

Next Steps and Evaluation and Reflection

After the class visit or event students can evaluate the action and also reflect on a number of suggested actions that emerged during the event. Together they can identify the next step the school can take to support greater recognition of Traveller identity – for example, a workshop for teachers, an introduction to Cant, or a visit to a Traveller project. Students can use their reflective diaries to consider the various options open to them and what they believe might work best.

ACTION IDEA 7

PERCEPTIONS AND STEREOTYPES OF DIVERSITY

WE ARE ALL MORE THAN A SINGLE STORY

EXPANDING THE VIEW – USING AN INTERCULTURAL DISPLAY

Time Required

This action can be carried out over a period of 8–10 *double classes*.

This action can be the first step in a wider whole school action.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ Access to computers, telephones
- ★ Venue for event
- ★ Materials for stands
- ★ Copies of *Rough Guide 9: Organising a Nationality or Cultural Stand* on page 97.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 4–6** in the accompanying resource *Equality and Diversity*.

See also:

- ★ *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education*, available at www.equality.ie

Brief Description of the Action

This action is designed to give students an opportunity to investigate different cultural groups and nationalities (perhaps those present in their school or the community) as a way of extending their own worldview and the views of others. Through organising an intercultural display, students can introduce a range of information about particular culture or nationality groups. They can also challenge myths and perceptions others might have about particular groups as a way of increasing awareness and addressing stereotypes. Where possible, students are asked to involve students from their school who have different cultural heritages, including Traveller culture, or nationalities in the development of their learning.

Cross-Curricular Link:

This action could be part of a whole-school engagement to increase intercultural dialogue with members of different cultural and ethnic groups in the community; participating in an anti-racism campaign as part of the school's Community Relations, Equality and Diversity (CRED) work; or through the Yellow Flag Programme run by the Irish Traveller Movement – see www.yellowflag.ie for further information.

By the End of this Action Students will be Able to:

- ★ Undertake a school-based audit
- ★ Present information about a culture or nationality
- ★ Identify and challenge misinformation and myths
- ★ Discuss the value of diversity to Irish society.

SAMPLE STEPS

STEP 1:

School Review and First Steps

Begin by undertaking a survey of the cultures and nationalities represented in the school (this can include staff). Once this has been established, divide the class into groups and assign each a culture or nationality. To extend the number of cultures or nationalities being investigated, students could be encouraged to go back a generation or think about countries where they have relatives living. Alternatively they could explore those nationality and cultural groups represented in their community. In groups, seek to establish with students a set of overall aims and objectives for the display in relation to perceptions and stereotypes. This is essential and will help students evaluate the effectiveness of their action.

STEP 2:

Planning the Event

Ask each group to find a teacher that will be their support person (in this way the event becomes a school based action). Also, each group should ask students in the school from different cultural and national backgrounds to work with them as they prepare their stand and presentation – see *Rough Guide 9: Organising a Nationality or Cultural Stand* on page 97. Once the groups are set in place and working, the class can begin to consider the practicalities of the event – for example, whether to invite people and what visitors might be asked to do (take part in a quiz about the information displayed, vote on their choice of best culture or nationality display, and so forth) Groups could be assigned tasks for planning and organising the day or evening – for example, seeking necessary permissions, preparing invitations, deciding location. Consider using evaluation

forms or an evaluation wall. Make a full list of the tasks with the class and use record keeping sheets for groups to identify their responsibilities and progress.

STEP 3:

Carrying out the Event

Good Luck! (Think about filming and interviewing people during the event as a log and also perhaps as part of the evaluation).

STEP 4:

Reflection and Evaluation

Give students time to reflect on their personal experience and to write something about it. Ask students to share their reflections. What did they learn about perceptions and stereotypes? Review the event. What worked well? What could have been done differently? What did others learn? Did you meet the aims and objectives? Consider the next step the school can take to promote intercultural education and dialogue – for example, invite a representative from other nationality or cultural groups to visit the school; take an active part in an anti-racism campaign; or join the Yellow Flag Programme. See also the *Teaching Resources, Teaching Resources, Ongoing Programmes and List of Organisations and Groups* on pages 115–119.

ACTION IDEA 8

INTRODUCING EQUALITY

OUR SCHOOL – HOW DO WE RESPOND TO EQUALITY AND DIVERSITY?

CREATE AND PRESENT AN EQUALITY ACTION PLAN

Time Required

Up to 8 *double classes* depending on the length and depth of the second audit.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ Copies of *Rough Guide 10: Carrying Out an Equality and Diversity Audit* on page 98
- ★ Copies of *Rough Guide 11: Creating a Equality Action Plan* on page 99.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 10–14** in the accompanying resource *Equality and Diversity*.

Note:

Lessons 13–14 of the *Equality and Diversity* resource constitute the first step of this action.

Brief Description of the Action

This action is designed to encourage students to use the school as a site for promoting equality and recognition of diversity. In schools, diversity is often responded to through the environment, the textbooks used, the subjects offered, the sports and activities encouraged, and so forth.

The purpose of this action to encourage students to see their school as a diverse community and to present their ideas of how it currently responds and could respond better to this reality.

Cross-Curricular Link:

Teachers could link with the English Department and in particular a teacher interested in public speaking or debating. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ★ Identify issues or concerns regarding equality and diversity in the school
- ★ Carry out and analyse an equality and diversity audit
- ★ Develop an equality action plan
- ★ Present an equality action plan to school management.

SAMPLE STEPS

STEP 1:

How Diverse is our School – Using an Initial Audit and Identifying an Area of Concern

In class, carry out the initial audit that is included in **Lessons 13–14** of *Equality and Diversity*. Ask students to form groups of 4 or 5 to discuss the results. Explore with them an area of concern they might have – for example, in relation to the school admissions, the school environment or the classroom. Following the discussion, support students to identify a particular aspect of school life they wish to address. Each group may have a specific area of concern, so the class can work on more than one area of concern.

STEP 2:

Find out the Facts – a More Investigative Audit

Explore with the students how to undertake a more investigative audit of their area of concern. Give students a copy of *Rough Guide 10: Carrying Out an Equality and Diversity Audit* on page 98 to support their thinking and planning. Support students in deciding how to work together as a group and how they can pool their interests and their expertise – for example, who will draw up audit, who will carry it out, who will analyse it? Alternatively groups might chose to work on a particular aspect of the audit. Encourage students to think about other tasks – for example, do they need to get permission and if so from whom? Who will keep the overall group working? What will happen as a result of their audit? Carry out the audit.

STEP 3:

Developing and Presenting an Action Plan

Once the audit is complete, support students to consider what kind of actions can be taken in the school to promote greater equality and recognition of diversity. Use *Rough Guide 11: Creating an Equality Action Plan* on page 99 to support their deliberations. Once they have formulated an action plan they have to decide who will present it to the staff and the Board of Management or Parents Committee. The presentation needs to include some information on the background to their plan, their concerns, the reason for their concern as well as their plan. Agreement needs to be reached on what aspects of the plan might be acted upon, by whom and by when.

STEP 4:

Reflection and Evaluation

Like all good plans, consideration needs to be given to monitoring whether any action has been taken as a result. For example, if no action has taken place, are the group prepared to ask for another meeting with school management? As part of their evaluation and reflection, students could also write a short reflection in their reflective diary or a short report on their action entitled ‘*Action Planning – Is it an Effective way of Bringing about Change?*’

ACTION IDEA 9

WHAT DOES EQUALITY MEAN? EQUALITY SCENARIOS

CREATE A DRAMATIC LEARNING EXPERIENCE FOR OTHER STUDENTS

Time Required

Up to 5 *double classes* depending on the number of performances offered.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Students may need props such as outfits, make-up and so forth.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 15–21** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ Chapter 2 of the Amnesty International publication *Voice Our Concern* available at www.amnesty.ie

Brief Description of the Action

This action is designed to encourage students to reflect on their learning about equality and to share their learning with others. It requires them to both discuss and reflect on the concept of equality and find a way to creatively present it to others. Peer education in relation to equality is a valuable medium to promote greater awareness among the whole school.

Cross-Curricular Link:

This action can be linked with English and in particular with a teacher who has an expertise or an interest in drama. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Discuss their understanding of equality
- ✦ Identify an area of equality that is of interest to them
- ✦ Impart their understanding of equality to others
- ✦ Evaluate the effectiveness of their action.

SAMPLE STEPS

STEP 1:

Getting to Know our Subject and Audience

Begin discussing with students their understanding of equality. Focus on its different dimensions (see the *Equality Discussion Tool* on page 20) as well as the impact of inequality. Explore with students those aspects of equality they think are relevant to young people. Ask them to consider what might be important for other students to learn so they might gain a greater appreciation of equality and the impact of inequality. Reach agreement on the core messages they would like to impart to others. Take some time to decide on the audience: maybe another class in the school.

STEP 2:

Creating an Equality Drama

Ask students in groups to work together to devise a short scenario for a drama including a main plot and characters. Ask them to present or write a short dialogue sample. Ask each group to present their ideas. Discuss the various contributions with the class and reach consensus on the main storyline and characters. Identify a writing group, directors, actors and a prop manager. Rehearsal time needs to be included.

STEP 3:

Other Tasks and Performance

Work with other students to assign other tasks – for example, seeking permission to perform, inviting the audience, evaluating the impact of their action. The evaluation group should consider if they will use an evaluation sheet or maybe a vox pop of opinions about what other students learned.

Good luck with the performance. Remember to consider videoing or taking photographs of the event.

STEP 4:

Review and Reflect

Students can prepare a short report or presentation on their action by analysing their evaluation sheets or listening to the vox pop recording. Students could also focus on answering some of the following questions:

1. What aspect of equality did you chose?
2. Why did you choose it?
3. What did your audience learn about equality?
4. What did you learn about equality?
5. If you were to do this action again what would you do differently?

“PEER EDUCATION IN RELATION TO EQUALITY IS A VALUABLE MEDIUM TO PROMOTE GREATER AWARENESS AMONG THE WHOLE SCHOOL.”



I SWING THAT WAY

ST. COLUMBA'S COMPREHENSIVE SCHOOL, GLENTIES, CO DONEGAL



As part of their Young Social Innovators project, students in Glenties decided to focus on homophobic bullying. Students chose homophobic bullying because they felt this was an issue that was rarely taken on, particularly by teenagers.

STEP 1:

The students researched homophobic bullying focusing on work from the Health Service Executive (HSE), Department of Education & Science, BeLonG To and GLEN (Gay and Lesbian, Equality Network). They also conducted a survey amongst their own teachers, which highlighted the lack of resources for educators on this issue as well as the fact that a whole school approach should begin with those in a position of trust. As a result of this step, the students decided to take part in BeLonG To's *Stand Up* campaign.

STEP 2:

The students planned a variety of actions during the week of the campaign. To raise awareness, they put up posters on the issue all around the school. To build greater understanding of the issue, they produced a pack of lesson plans including the materials needed so that SPHE teachers in the school could address the issue with every class during the week. The students also held a no-uniform day to highlight the issue and charged each student €2 for the privilege of going without the uniform. The students developed a number of partnerships with the school management, the school SPHE department and BeLonG To in order to carry out their actions.



STEP 3:

With the funds raised, students decided to make a donation to AWARE in recognition of the fact that bullying can lead to mental health problems. However, they also recognised that this is not just an issue in their school but in all schools. They wrote to all other secondary schools in the country providing them with information and asking them to hold a similar *Stand Up* campaign in their schools the following year. The students were very thankful to a local business who sponsored the postage and packaging for this campaign. The group also promoted the issue by holding interviews with Senator David Norris, The Chairperson of the Board of Management and local media in recognition of the fact that promoting the issue both locally and nationally could only serve to enhance the action through developing partnerships and encouraging others to get on board.

STEP 4:

This series of steps culminated in the students obtaining the Principal's agreement to organise an in-service training session on homophobic bullying for all the teachers in St. Columba's. This arose because the students recognised that homophobic bullying was a whole-school issue and therefore should include teachers as well as students.



EQUALITY LEARNING

The students realised that many issues of equality and diversity still face a great deal of opposition but that all it takes is the actions of a courageous few to tackle this. They learned that there will always be support for what is fair and equal no matter how controversial it is. Most of all, they learned that with teamwork, effort and support anyone can make a difference and stand up for what is right.

ACTION IDEA 10

WHAT DOES EQUALITY MEAN? IN EQUALITY OF RESPECT – THERE IS NO ROOM FOR HOMOPHOBIA⁴

CREATE A HOMOPHOBIA FREE ZONE

Time Required

This action could take up to 6 *double classes* depending on the depth of discussion, research and chosen method for creating awareness.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ Access to computers, telephone
- ★ Potentially bunting or lags, to mark out a homophobia free space or area
- ★ Potentially music, costumes, video camera – check out organising a flashmob activity.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 15–21** in the accompanying resource *Equality and Diversity*.

See also:

- ★ BeLonG To, www.belongto.org
- ★ GLEN, www.glen.ie
- ★ Gay and Lesbian Youth Northern Ireland, www.glyni.org.uk

⁴ Homophobia refers to having negative and / or fearful attitudes towards homosexuals or homosexuality. It is the fear of feelings of love for members of ones own sex and therefore hatred of people who have those feelings. In this action the term is used to include attitudes and feelings towards transgender people but technically the correct term would be 'trans-phobia'.

Brief Description of the Action

This action is designed to encourage students to develop greater awareness of issues facing lesbian, gay, bisexual and transgender people. Students, based on their own research, are asked to carry out an awareness raising campaign as an event in its own right or ideally as a springboard for supporting a school-wide campaign to address homophobia. Through addressing homophobia, all students will benefit from learning in an atmosphere that respects difference and encourages a greater appreciation of diversity. This action will also support schools to become safe places for young lesbian, gay, bisexual and transgender students to be themselves.

Cross-Curricular Link:

This action could be supported by liaising with the Social, Personal and Health Education / Personal Development teacher in terms of relationships. Also English, including the study of Media, and History could provide opportunities for cross-curricular engagement. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ★ Discuss the issues concerning LGBT young people and homophobia
- ★ Identify the different steps involved in a organising an awareness raising event
- ★ Appreciate how equality issues can be brought to the attention of others
- ★ Follow one action with another so as to build a longer-term commitment to equality.

SAMPLE STEPS

STEP 1:

A Culture that Respect Difference – School Climate?

Explore with the students what is meant by the term a school climate or culture and the role they have in creating a positive climate. Do they think the school supports students to recognise and respect difference? Are there differences they believe could be respected more – for example, do students think that there is recognition and respect in the school for members of the Traveller community, for students with a disability, for those who might be lesbian, gay, bisexual or transgender. Deepen the exploration in relation to sexual orientation – for example, do students believe it is possible to come out in their school or to bring a same-sex partner to a graduation dance? What might get in the way? Ask students to research issues facing young LGBT students in school using the web or through a local LGBT support group and youth group.

STEP 2:

Organising an Awareness Raising Activity

Discuss the issues that arose through the research activity. Ask students to decide on the core message they would like to deliver as part of their awareness raising activity. Maybe create a slogan, for example *Step Up Step Out*, and create a homophobia free zone using rainbow flags or bunting. Maybe plan to get a speaker from a local LGBT youth organisation to help launch the area.

Encourage creativity – for example, maybe do a flashmob activity. Ask students to research examples of flashmob activities on the internet. A web search will give plenty of examples and hints on how to organise a

flashmob – for example, choosing a method such as a song, dance, or mime; choosing a venue such as the school yard, canteen or assembly area; choosing a leader, and so forth.

STEP 3:

Preparing and Carrying out the Activity

Students need plenty of time to coordinate and organise their activity, depending on the nature of it.

STEP 4:

Taking the Next Step – a Campaign to Address Homophobia

Review the activity with students and ask them to identify what they have learned. Begin to formulate a next step – for example, what can be done to begin a more long-term school-based campaign to address homophobia. Students can talk to their teachers, the principal, the board of management, the parents committee. Contact BeLonG To www.belongto.org, to see how to become an active supporter of the *Stand Up* campaign which addresses homophobia in schools.

ACTION IDEA 11

WHAT DOES EQUALITY MEAN? INEQUALITY OF RELATIONSHIPS – POLICIES MATTER

PROMOTE YOUR SCHOOL'S ANTI-BULLYING POLICY

Time Required

This action could take up to 6 *double classes* depending on the depth of discussion, the initial review of the school policy and students choice of awareness raising activity.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Copies of the school anti-bullying policy
- ✦ Access to computers
- ✦ Depending on their choice of medium students might need access to other materials – for example, blank postcards, bookmarks, poster paper, or t-shirts.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 15–21** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ Information on the difference between harassment and bullying in Irish legislation on page 121.

Brief Description of the Action

This action is designed to support students to gain a greater understanding of the role that policies have in supporting and promoting a culture of equality. School policies may not be seen by students as being active and alive. In this action a policy comes into prominence through peer education. The action also allows students to become active agents in addressing bullying, which is often used as a form of discrimination.

Cross-Curricular Link:

This action can be undertaken as part of a whole school initiative to address bullying of all kinds or specific forms of bullying that might be of concern. This action could also include Art and ICT, and is relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Distinguish different types of bullying and the reasons it might exist in the school
- ✦ Differentiate between bullying and harassment
- ✦ Identify how school policies can address equality or inequality of relationships
- ✦ Promote an anti-bullying ethos in their school.

SAMPLE STEPS

STEP 1:

Bullying – Who and Why?

Begin this action with a group discussion on bullying and on what grounds are people bullied. How does this relate to equality and diversity? What is the difference between bullying and harassment? What does the law say? What is the impact of bullying? Are students bullied in your school? What is done in this school to prevent bullying and to address it when it happens?

STEP 2:

Review Your School's Anti-bullying Policy

Divide the class into groups and ask each group to review a copy of the school anti-bullying policy. Ask them to carry out some basic research – for example, how was this policy developed? Who was involved? Explore with them whether they think it is working. Students could decide to interview other students in the school to see if they know and understand the policy, whether they think it is working and if not why not.

STEP 3:

Preparing and Delivering an Awareness Campaign

Students in groups can decide how they might develop a short awareness campaign. Who will it be aimed at? When? By what method? It is at this point that students can consider using tools such as *PowerPoint*, *Wordle* or *Comic Life* as methods for highlighting the school's anti-bullying policy. Explain *Wordle* to them if they do not know it. Use the internet and do a search and you will find a number of sites that show

examples of *Wordle*. Alternatively, software such as *Comic Life* could be used – though this may have a cost to the school.

Ask students to read the policy and identify what words or ideas are the most important. In groups, students can consider how they might create a *Wordle* cloud in the form of a postcard, bookmark, poster or even a t-shirt – whatever is possible in your school setting. Other tasks also need to be assigned – for example, a plan for using whatever is created including how it might be distributed, to whom and how the impact of the awareness-raising activity might be measured. Carry out the campaign.

STEP 4:

Review It

As a group, work together to complete a short report based on the following questions:

1. What did you learn about the relationship between bullying and equality and diversity?
2. Why do you think policies in relation to people's behaviour are important?
3. How effective was your awareness raising campaign – what did people learn?
4. If you were to do this action again what would you do differently?

ACTION IDEA 12

WHAT DOES EQUALITY MEAN? INEQUALITY OF PARTICIPATION – VOICE MATTERS

STRENGTHEN STUDENT PARTICIPATION IN SCHOOL DECISION-MAKING

Time Required

This action could take up to 8 *double classes* depending on the depth of discussion, student initial investigation of the student council, their research and analysis activity and their presentation of findings.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ Copies of the materials relating to the school student council
- ★ Access to student council members and support teachers
- ★ Other materials may depend on students research activity – for example, recorders (use their phones), computers and printers (if questionnaire is used)
- ★ Copies of *Rough Guide 8: Creating an Equality Questionnaire / Survey* on page 96 and copies of *Rough Guide 11: Creating an Equality Action Plan* on page 99.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 15–21** in the accompanying resource *Equality and Diversity*.

See also:

- ★ The Student Council website, www.studentcouncil.ie

Brief Description of the Action

Students are asked to conduct a short survey and to use the results to offer suggestions on how student voice in decision-making in the school can be strengthened. Students are encouraged to explore and recognise the importance of the student council as a contributor to creating a culture of equality as well as focus on making a presentation to school management.

Cross-Curricular Link:

Ideas about democracy in the study of History could provide a valuable cross-curricular link for this action.

By the End of this Action Students will be Able to:

- ★ Identify the role of the student council in promoting equality in their school
- ★ Research and compile a short report on concerns students have in relation to equality of participation
- ★ Express an appreciation of how equality issues can be brought to the attention of decision-making or consultative bodies
- ★ Identify the different steps that can have a positive impact on strengthening students' voice.

SAMPLE STEPS

REMEMBER
to feedback to the
wider school.

STEP 1:

Investigate Your Student Council and the Role it Plays in Decision-Making in the School

Begin by exploring with students their view of how their student council contributes to school life. Ask them to investigate how the student council works. They could interview student council members, as well as teachers assigned to support the council, on their opinions of its role. Others can check what the student council is currently working on. Others could do an internet search in relation to student councils in other schools, or in other countries, or what groups promoting equality in schools might suggest about the role student councils can have in decision-making.

STEP 2:

Strengthening our Voice – Research

Step two of the action focuses on researching the views of other students on the role the student council. See *Rough Guide 8: Creating an Equality Questionnaire / Survey* on page 96. Questions might focus on how it has made a positive impact on the school and ideas they have for strengthening the voice of students in school decision making. Students need to develop an appropriate questionnaire, identify a target group as respondents, carry out the research and collate their findings.

STEP 3:

Preparation of Presentation and Action Plan

After collating the findings, students can decide on recommendations that will strengthen the student voice in school decision making. This might include what students themselves can do, what teachers can do or what management might be able to do.

See *Rough Guide 11: Creating an Equality Action Plan* on page 99. A decision needs to be made on how to present the findings, who will present them and to whom. Following the presentation and discussion students may need to be prepared to discuss and modify their action plan. Following any modification students and management need to reach agreement on the first step that can be taken to strengthen students' voice in decision making in the school. Remember to feedback to the wider school – maybe through a poster display.

What does your student council do?

What has been achieved so far?

Our plan of action to strengthen the voice of students in decision-making?

STEP 4:

Reflection

Ask students to use the reflective journal to reflect on the action using the following questions:

1. What did you learn about the role of your student council in the promotion equality?
2. How effective was your presentation in getting the council to act on your areas of concern?
3. If you were to do this action again what would you do differently?



YELLOW FOOTPRINTS CAMPAIGN

EAST GLENDALOUGH SCHOOL, WICKLOW



As part of their Young Social Innovators project, students in East Glendalough School assessed and sought to improve the accessibility of Wicklow town for wheelchair users and the visually impaired.

STEP 1:

Students tried to navigate the town in a wheelchair and blindfolded to identify potential obstacles and hazards. A photo diary was used to record the findings and a written report was compiled by students on their experiences. Students also carried out a vox pop with a local newspaper to find out what locals thought about accessibility in the town.

STEP 2:

Following their learning from above the group wrote to local councillors to invite them to experience the town in a wheelchair or blind-folded. Two accepted the challenge and the local newspaper covered both excursions to raise awareness about the project. Both councillors were surprised at just how inaccessible the town was and students were invited to make a presentation at the next Town Council meeting. They also liaised with the Accessibility Officer in Wicklow County Council who allocated a budget to the students to launch an awareness campaign. The group decided to focus on the problem of motorists parking on footpaths as this had emerged as a major obstacle in both trials around the town.



STEP 3:

Students worked with a graphic designer to create a poster reminding motorists that footpaths are for pedestrians. It was called the “Yellow Footprints Campaign” and Wicklow County Council hosted an official launch event to raise the profile of the project. In addition, yellow footprints were stencilled on all the footpaths in the town, and on a busy bank holiday weekend, members of Wicklow Disability Group stuck peelable yellow footprint stickers on the windscreens of offending motorists’ cars to ‘name and shame’.



EQUALITY LEARNING

Students learned the value of empirical research to help them understand the difficulties others experienced on a daily basis. They had previously underestimated how inaccessible the town was and it was only through first hand experience that they could truly appreciate the extent of these difficulties. Once they had challenged their own assumptions they felt better placed to engage meaningfully with the relevant interest groups in the area in order to raise awareness and improve the community for everyone.

“ONCE THEY HAD CHALLENGED THEIR OWN ASSUMPTIONS THEY FELT BETTER PLACED TO ENGAGE MEANINGFULLY WITH THE RELEVANT INTEREST GROUPS IN THE AREA.”

ACTION IDEA 13

WHAT EQUALITY MEANS EQUALITY OF OPPORTUNITIES AND OUTCOMES – DON'T LET DISABILITY BE A LIABILITY

COLLABORATE IN A WAY THAT MAKES A DIFFERENCE

Time Required

This action could take up to 6 *double classes* depending on how long the preparation stage is and if there are local organisations willing to engage in a process of planning.

Teachers undertaking this action need to remain sensitive to both the needs of the students and the organisation. See *Rough Guide 12: Preparing for Collaboration* on page 100 for further tips in terms of planning with students.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ A partner organisation willing to engage with students
- ★ Copies of *Rough Guide 12: Preparing for Collaboration* on page 100.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 12–14** and / or **Lessons 15–21** in the accompanying resource *Equality and Diversity*.

See also:

- ★ National Disability Authority website, www.nda.ie
- ★ See Change, the National Mental Health Stigma Reduction Campaign, www.seechange.ie
- ★ Minding Your Head Campaign, www.mindingyourhead.info

Brief Description of the Action

This action is designed to support students to develop a greater understanding of the concepts of ability and disability. It seeks to develop their understanding of the impact that having a disability can have on equality of opportunities and outcomes education and work. In this regard, the action seeks to address issues of stereotyping and discrimination. Core to this action is collaboration for equality. It is about developing students' democratic capacity to be able work with others to make a difference.

Cross-Curricular Link:

This action can be undertaken by a small group of students before they engage in any form of community service work related to the area of disability. Teachers should note that this action can be undertaken by small groups of students. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ★ Identify the range of equality issues that are associated with ability and disability
- ★ Identify how an action can support greater equality of opportunities and outcomes, particularly in relation to equality in education and work
- ★ Identify the different steps involved in a working with another organisation to create a joint action
- ★ Evaluate and measure the impact of an action on themselves and others.

SAMPLE STEPS

STEP 1:

Gaining an Understanding and Insight about Ability and Disability

Explore with students their current understanding of the terms ability and disability. Be sure to include physical and intellectual disability as well mental health difficulties. How do they think having a disability affects people? Explore stereotypes they or others might have about people who are hard of hearing or deaf, have difficulty seeing or are blind, have difficulty walking or are in a wheelchair, or suffer from depression or other forms of mental illness. Do students think people or groups with a disability are discriminated against and if so how? Some students may wish to think about the experience of having a disability at a more experiential level. To support this they may be able to make contact with someone who has a disability – for example, a wheelchair user, or someone who is deaf or has a visual impairment – and with their permission shadow them for a number of hours.

STEP 2:

Prepare for Collaboration

Begin to explore with students the idea of equality of outcomes and opportunities (see the *Equality Discussion Tool* on page 20). Explore with them who might be in a position to participate in a collaborative project to increase equality of opportunities and outcomes for people with different abilities. For example, are there individuals they know or are there organisations working locally with people with a disability or with mental health difficulties? If there are no known contacts locally, are there organisations close by? Could they be invited to engage in discussion with students to identify a project they can do together to make a difference? How will they be approached?

STEP 3:

Planning and Carrying out the Action

During this step it is important to establish the aims and objectives for the action. For example, if the action includes students working alongside people with a disability it is important to create an aim that does not simply reflect helping those that are less advantaged – but rather acknowledges that the activity is seeking to address an inequality or increase access to greater equality. See *Rough Guide 12: Preparing for Collaboration* on page 100 for a tool to help students prepare to participate in a partnership. Once these are established, a decision needs to be made about how it can be carried out – for example, what time commitment can be given, what skills can be shared, what are the key tasks, and so forth?

STEP 4:

Review and Reflect

Encourage students to take time to sit with the local group they worked with and to review the action together. What worked well? What might have worked better? In terms of personal reflection and learning about equality, particularly in relation to equality of opportunities and outcomes, what was the impact of the action? Has it affected people's opportunities or outcomes? How do they know? What do they think needs to happen next to continue to promote greater equality of opportunities and outcomes for people with different abilities or disabilities?

ACTION IDEA 14

EQUALITY AND THE LAW

THE EQUALITY GROUNDS

DISPLAY YOUR KNOWLEDGE THROUGH A ROADSHOW OR RADIO SHOW!

Time Required

This action can be carried out over a period of 8–10 *double classes* including preparation of the event and reflection.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ Access to computers, telephones
- ★ Venue for display – for example, time-line, materials for stands
- ★ Links with local radio station if you chose this route. Remember the school intercom could constitute a local radio!
- ★ Copies of *Rough Guide 13: Introduction to the Equality Grounds* on page 101 (Ireland) and page 102 (Northern Ireland) and *Rough Guide 2: Recording Your Work* on page 90.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 22–26** on Equality and the Law in the accompanying resource *Equality and Diversity*.

See also:

- ★ *List of Organisations and Groups* in Ireland and Northern Ireland on pages 118–119
- ★ Public Achievement, www.publicachievement.com

Brief Description of the Action

This action is designed to enable students to explore equality and anti-discrimination legislation in Ireland or Northern Ireland. Organising an equality and diversity road show or radio show is about informing others about this legislation and promoting awareness of each of the equality grounds. Each ground presented can include a specific action that can be undertaken by others. Remember this action can be undertaken as a road show type display in the school or community or as a radio show. Your local radio might give different groups of students the chance to go on air over a period of weeks to share their knowledge or indeed the school intercom could become a local radio for a week.

Cross-Curricular Link:

Any number of teachers or subject areas could support this action. For example, the Home Economics teacher could support looking at the area of family status, the Social, Personal and Health Education / Personal Development teacher could look at sexual orientation and so forth. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ★ Present information about one of the equality grounds and its importance in addressing inequality
- ★ Discuss equality issues facing members of different groups in Irish society
- ★ Identify an action that others can take to address the issues facing members of these groups.

SAMPLE STEPS

STEP 1:

How Things Have Changed – or Have They?

Give students the opportunity to discuss and explore the concepts of equality and diversity. Ask them whether they believe things have changed in the last ten years, twenty years or more? Suggest that they may wish to investigate this, and give them the opportunity to brainstorm some questions that they may wish to ask parents or guardians, grandparents or other members of their extended family – for example, changes in regards to equality for women (equal pay, right of married women to remain in employment), changes in attitudes to religion, the fact that homosexuality was a crime, and so forth. Following the responses they get, explore the importance and value of legislation. Introduce them to the equality and anti-discrimination legislation in Ireland and or Northern Ireland. For more information on the legislation see pages 120–126.

STEP 2:

Setting Aims and Objectives and Plan to Display your Knowledge

In groups, seek to establish with students a set of overall aims and objectives for the action in relation to equality and diversity. This is essential and will help students evaluate the effectiveness of their action. Students need to decide on how to best display their knowledge – for example, through a road show, a display or a radio show. Once this is decided the class can begin to consider the practicalities.

STEP 3:

Preparing and Carrying out the Action

Groups of students could be assigned to particular equality grounds. See *Rough Guide 13: Introduction to the Equality Grounds* on page 101 (Ireland) and page 102 (Northern Ireland). Groups could have the responsibility for ensuring that they can present an explanation of the ground, the people it covers, its importance, changes that have taken place over time and any current issues relating to the groups of people covered under the equality ground. Students can also consider practical actions that can be taken to promote equality – for example, if a road show is the chosen option, students might want to include representation from different groups. Tasks for planning and organising need to be well distributed. Make a full list with the class and use the *Rough Guide 2: Recording Your Work* on page 90 to identify their responsibilities and progress.

STEP 4:

Reflection and Evaluation

Give students time to reflect on their personal experience. They may wish to write something about it. Ask students to share their reflections. What did they learn about equality and diversity? Review the event. What worked well? What could have been done differently? What did others learn? Did the action meet their aims and objectives?

ACTION IDEA 15

EQUALITY AND THE LAW

ORGANISING FOR CHANGE

VISIT OR HOST AN ORGANISATION THAT IS ADDRESSING INEQUALITY

Time Required

This action can be carried out over a period of 4–6 *double classes* but can be extended to include another series of steps and weeks of work.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Copies of *Rough Guide 14: Internet Investigation* on page 103.
- ✦ Copies of *Rough Guide 15: Logging A Visit to an Organisation* on page 104.
- ✦ Access to computers, telephone
- ✦ Access to transport if the plan is to visit an organisation.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 22–26** on Equality and the Law in the accompanying resource *Equality and Diversity*.

Brief Description of the Action

This action is designed to help students to identify and engage in a campaign of their choice or get to know agencies or organisations that are actively working to address issues of inequality and discrimination. Often students can be unaware of the extent of work that is taking place to make Ireland or Northern Ireland a more equal society – and indeed of the role that they can play. Many groups and organisations working for equality can give students an appreciation of what students can do to support their work and to address the issue of concern to them. See pages 118–119 for a *List of Organisations and Groups* that might be in a position to host a visit or come to the school. It is suggested that you clarify this before advancing this action.

Cross-Curricular Link:

English, including the study of Media, might prove a useful cross-curricular link. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Identify a campaign or organisation that addresses the impact of inequality
- ✦ List the core aims and objectives of the campaign or group
- ✦ Identify how the campaign or organisation contributes to making Ireland or Northern Ireland a more equal society
- ✦ Reflect on and identify how they can support the work of the organisation or group.

SAMPLE STEPS

STEP 1:

Initial Research

Identify an issue that students are interested in or concerned about. (This might be through a previous discussion or event or action they undertook.) In groups ask them to research a list of organisations or groups that are working to address the issue either locally or nationally, or indeed a local campaign. Alternatively you can begin by asking students to brainstorm a list of groups that are working for equality in Ireland or Northern Ireland. Is there any group that they have a particular interest in? If so, why?

STEP 2:

What we Know and What we'd Like to Learn

Support students to identify what they already know about the group or organisation. This can be done using a computer or indeed through the knowledge or experience students already have. See *Rough Guide 14: Internet Investigation* on page 103 as a support to students. Ask students to identify gaps in their knowledge or understanding about the organisation or group and to identify what they would like to learn.

STEP 3:

Preparing and Visiting or Hosting an Organisation or Group

Divide the tasks of preparing for the visit or hosting an event among the class. If you are travelling to visit an organisation, groups of students can take responsibility for organising permission to go from the school, getting quotes for transport, asking the organisation for permission to visit. If the organisation is visiting the school, permission may need to be sought, a room and refreshments organised and so forth. In both cases students need to identify questions that the group will ask, who will introduce the group, how the visit will be recorded and so forth. See *Rough Guide 15: Logging A Visit to an Organisation* on page 104.

STEP 4:

Reflecting on the Visit (and Potential Further Action)

Following the visit, students need to be given time to reflect on the experience. What did they learn? What surprised them? What can they do that will support the work of the organisation? This discussion can end with a personal commitment or be the gateway to another action – this will depend on students' interest.

ACTION IDEA 16

EQUALITY AND THE LAW

THE IMPACT OF TAKING A CARING ROLE ON YOUNG PEOPLE

RUN A SHORT MEDIA CAMPAIGN

Time Required

This action is designed to take up to 10 *double classes* but the action can be extended depending on the outcome of the initial media campaign.

Resources Required:

- ★ Copies of appropriate reflection, recording or evaluation templates or guides
- ★ Access to computer, printers and telephone
- ★ Copies of *Rough Guide 11: Internet Investigation* on page 99
- ★ Launch Space – if you can create a bit of a splash!

If you have the time and the energy do an internet search for yarnstorming or yarnbombing to get ideas about creating a colourful splash!

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 7–8** on Stereotyping and / or **Lessons 22–26** on Equality and the Law in the accompanying resource *Equality and Diversity*.

See also:

- ★ The Carers' Association website, www.carersireland.com
- ★ A short interview on Newstalk radio arising from the Young Carers In Charge Programme that was aired on RTE television in 2010. It is available at <http://www.mycareoptions.ie/2012/03/12/did-you-hear-us-on-newstalk-catch-the-replay-here/>
- ★ Carers Northern Ireland, www.carersni.org

Brief Description of the Action

This action aims to create awareness and highlight the challenges facing young carers. According to the Carers Association, a young carer is a child or young person under the age of 18 carrying out significant caring tasks and assuming a level of responsibility for another person, that would normally be taken by an adult. The action culminates in a media event that aims to bring attention to the issues facing young carers. This action could be extended to include a further action – for example, a lobbying activity.

Cross-Curricular Link:

This action can be linked to English, including the study of Media. The Home Economics Department might also be of support during this action.

By the End of this Action Students will be Able to:

- ★ Identify the challenges facing young carers and how these can affect their life
- ★ Present an equality issue to the media
- ★ Gain support from others for a particular equality issue.

SAMPLE STEPS

SENSITIVITY NOTE:
Be mindful of students in the class who may have a caring role at home.

STEP 1:

Identify the Issues Facing Young Carers

Explore with students the definition of a young carer given in the description of this action above. In groups ask them to list some of the reasons why a young person might become a carer. Ask students to discuss in groups the challenges young carers might face under the different dimensions of equality – for example, in terms of relationships including social life and family experience; in terms of opportunities and outcomes including education; in terms of recognition and respect; and in terms of participation (see the *Equality Discussion Tool* on page 20). Be mindful if there are carers in your class. They can be encouraged to share their story if appropriate but remember to check with them if they are comfortable to do so.

Divide the class into groups and ask them to further research the experience and challenges facing young carers. See, in particular the web links included in *Teaching Resources* above. See also *Rough Guide 14: Internet Investigation* on page 103. Ask the groups to present back their findings. What did they learn? What surprised them? What issues would they like to bring to the attention of the wider public?

STEP 2:

Introducing the Concept of a Short Media Campaign

Ask students to identify groups or organisations that regularly use the media to highlight issues that concern them. Ask them to consider what might be needed to get the media to take an interest in their issue. How do they think that other groups manage

to get articles in the newspaper or get on radio? If they were to try and get media attention on this issue, how might they go about it? Brainstorm all ideas and choose a particular direction.

STEP 3:

Taking the First Steps into the World of Media

Divide the class into groups – for example, the research group, the radio group, the press release group and so forth. Plan your media campaign to include a launch on the issues facing young carers and what can be done to support them. Be creative – this might include a speaker, a press release, a radio interview, creating a colourful splash such as letting off balloons or even a bit of yarnbombing or yarnstorming. (Use the internet to search for descriptions of yarnbombing or yarnstorming.) Divide tasks between the groups and ask students to record their activities. Prepare for and launch your campaign. Be sure to take a lot of photographs.

STEP 4:

Reflection and Evaluation

Give students time to reflect on their personal experience of participating in this action. Ask students to share their reflections. What did they learn about equality? Remind them to think about the different dimensions of equality – opportunities and outcomes; recognition and respect; participation; and relationships. Review the action. What worked well? What could have been done differently?

ACTION IDEA 17

THE LAW AND EQUALITY

ALL IS FAIR IN LOVE AND MARRIAGE

AN INTER-SCHOOL DEBATE ON THE ISSUE OF MARRIAGE AND THE FAMILY

Time Required

This action can be carried out over a period of 6–8 *double classes* including preparation for the event and reflection.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Access to computer, telephone
- ✦ Venue for debate, chairperson and so forth
- ✦ Copies of *Rough Guide 16: Debating an Equality Issue* on page 105.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 22–26 on Equality and the Law** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ Marriage Equality website, www.marriageequality.ie and Facebook page Believe in Equality
- ✦ GLEN, www.glen.ie
- ✦ One Family, www.onefamily.ie
- ✦ OPEN, www.oneparent.ie
- ✦ Concern, www.concern.net, for debating or maybe contact your nearest third-level college to see if their debating society will visit the school.
- ✦ Rainbow Project, www.rainbow-project.org

Brief Description of the Action

This action is designed to support students to gain a greater understanding of equality issues in relation to marriage and the family. It can focus on the experience of same-sex couples who can now enter a civil partnership but not a civil marriage and the impact this has on their children. It can also focus on the experience of one-parent families and the levels of support available to them and so forth. The focus of the action is a debate but it is ultimately concerned with students gaining a greater appreciation and understanding of equality. It can result in students giving their support to organisations working for greater equality in relation to marriage and the family.

Cross-Curricular Link:

Think of linking with English including the study of Media, or Gaeilge if you want to debate as *Gaeilge*. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Identify a range of equality issues in relation to marriage and the family
- ✦ Critically engage with literature regarding equality, marriage and the family
- ✦ Present an argument in support or defence of a motion that addresses equality
- ✦ Decide how they might support or advocate for equality in relation to marriage and the family.

SAMPLE STEPS

STEP 1:

Prepare to Debate the Issue of Marriage and the Family

Give students the opportunity to explore the idea of marriage, their understanding of its purpose, who can get married in our society and who is not able to get married. Review the differences between civil partnership and marriage. Explore the idea of family. What is their view of what constitutes a family? Are these images of family visible in society? (See the *Equality Discussion Tool* on page 20 and remind students to think about the different dimensions of equality – opportunities and outcomes; recognition and respect; participation; and relationships.)

STEP 2:

Invite Another School to Participate

Choose another school in the area. Ask students to find out who they can contact to invite another class to debate. Decide on one or more a debate motions – for example, ‘*This house believes that civil partnership does not go far enough*’ or ‘*This house believes that when it comes to marriage and family, one size does not fit all?*’ or ‘*This house supports adoption being opened up to same sex couples*’.

STEP 3:

Research, Prepare and Debate

Each class must prepare both sides of the debate as part of their preparation. (See the *Equality Discussion Tool* on page 20 and remind students to think about the different dimensions of equality – equality of opportunities and outcomes; recognition and respect; participation; and relationships.) Research can be conducted using the internet.

Alternatively, guest speakers could form part of the preparation (see *Rough Guide 16: Preparing for an Equality Debate* on page 105 and the *List of Organisations and Groups* on pages 118-119). When the class is prepared, a team to represent the class is chosen. Consideration now can be given to who might be invited to attend or to chair the event. The chairperson may be someone locally or from one of the supporting organisations. Groups need to be assigned to various tasks to organise the event.

STEP 4:

Review and Reflect

Give students time to reflect on their personal experience of participating in this action. Ask students to share their reflections. What did they learn about equality in their preparation as well as through the discussions? (Remind students to think about the different dimensions of equality – opportunities and outcomes; recognition and respect; participation; and relationships.) Students might also wish to make a personal commitment. Review the action. What worked well? What could have been done differently?

ACTION IDEA 18

THE LAW AND EQUALITY

GET ON YOUR BOX – POLITICS AND EQUALITY

PUBLIC SPEAKING EVENT ON AN EQUALITY ISSUE(S) FROM A PARTY POLITICAL PERSPECTIVE

Time Required

This action could take up to 6 *double classes*. This might be longer if another school is invited to participate.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Access to computers and telephone
- ✦ Venue for soap box event, chairperson and so forth
- ✦ Refreshments.

Teaching Resources

To support students in undertaking this action, teachers can use Lessons 27–28 in the accompanying resource *Equality and Diversity*.

Brief Description of the Action

This action is designed to give students the opportunity to explore a range of political positions in regard to equality issues that are of concern to them. It gives them the opportunity to examine perspectives on equality from the point of view of different political parties, or indeed decide to consider an independent position. It supports a recognition that views and positions in relation to equality issues can differ but that all political parties have a right to present their views. Recognising this is an important step in becoming an active citizen and in being able to live in a democratic society. Other schools and local politicians can be involved in this action.

Cross-Curricular Link:

Great possibilities for linking with English, including the study of Media, or *Gaeilge* if you want to discuss *as Gaeilge*. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Identify a range of political positions
- ✦ Present a reasoned argument from a political position
- ✦ Appreciate the diversity of political opinion that exists within democratic society
- ✦ Appreciate the importance of being able to present on an equality issue.

SAMPLE STEPS

STEP 1:

Choose your Position

To introduce the idea of political positions, brainstorm with students the range of political parties they know. Introduce the idea of left-wing and right-wing parties. Ask them to identify which parties might be on what side of this continuum. Ask them to reflect on where they would position themselves. Suggest that they go on-line to do the political test on www.politicalcompass.org.

STEP 2:

Research an Equality Issue from the Perspective of the Main Political Parties

Ask students to identify specific issue(s) in relation to equality or diversity that concern them – for example, homophobic bullying, discrimination against members of the Traveller community or other ethnic groups, religious diversity and stereotyping, disability. Teachers can use the equality grounds as a tool for brainstorming. (See *Rough Guide 13: Introduction to the Equality Grounds* on page 101 (Ireland) and page 102 (Northern Ireland). In groups ask students to discuss their suggestions. Each group can present back their findings and the class then agrees which theme to address. (See the *Equality Discussion Tool* on page 20 and remind students to think about the different dimensions of equality – equality of opportunities and outcomes; recognition and respect; participation; and relationships.)

Divide students into groups of 4 or 5 and ask them to research the main political parties in Ireland or Northern Ireland and their positions in relation to the equality issue(s) of their choice. They can use the internet or interview local party members.

STEP 3:

Invite Another School to Participate / Prepare your Public Speaking Event

Choose another school in the area. Ask students to find out who they can contact to invite another class to a public speaking event. The other school can choose the same issues (or ones they are concerned about). Each school must nominate a number of speakers and decide on a venue and other arrangements.

Each school then must select a team of public speakers who are prepared to deliver a speech on their chosen issue from the perspective of each of the main political parties, remembering to include a few independents! Consideration also needs to be given to who might be invited to attend or to chair the event. The chairperson may be someone locally. Think also about a guest list and invitations and maybe invite members of the local parties to the event. Groups need to be assigned to various tasks. Once organised, be sure to enjoy the event and to take photographs.

STEP 4:

Review and Reflect

Give students time to reflect on their personal experience of participating in this action. Ask students to share their reflections. What did they learn about equality in their preparation as well as through the discussions? (Remind students to think about the different dimensions of equality – equality of opportunities and outcomes; recognition and respect; participation; and relationships.) Review the action. What worked well? What could have been done differently?

ACTION IDEA 19

KEEPING EQUALITY ON THE AGENDA EQUALITY AND DIVERSITY ON THE BIG SCREEN

ORGANISING A FILM EVENT TO RAISE AWARENESS

Time Required

This action could take up to 5–7 *double classes* depending on the depth of discussion, choice of film, venue and audience.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ List of possible DVDs relating to equality issues – see suggested films on pages 111–114
- ✦ Access to a DVD and television to review the film and appropriate venue
- ✦ Access to computer or photocopier if choosing to issue invitations or evaluation sheets and so forth
- ✦ Copies of *Rough Guide 17: Reviewing a Film Through an Equality Lens* on page 106 and *Rough Guide 3: Creating an Evaluation Sheet* on page 91 as required.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 27–28** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ Irish Film Institute, www.ifi.ie
- ✦ Northern Ireland Screen, www.northernirelandscreen.co.uk
- ✦ Queens Film Theatre, www.queensfilmtheatre.com

Brief Description of the Action

This action is designed to enable students to explore an equality or diversity issue through film. The action begins with a film review and culminates in using the medium of film to raise awareness about equality and diversity issues among others – see pages 111–114 for a selection of possible films. Note: Teachers need to consider film ratings and issues relating to screening films for general public or education use.

Cross-Curricular Link:

The above action could be linked very successfully with English, including the study of Media, or a foreign language. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Review a film and identify how it might help address issues in relation to equality
- ✦ Appreciate how equality issues can be brought to the attention of others
- ✦ Identify the different steps involved in a organising an awareness raising event.

SAMPLE STEPS

NOTE:
ALL FILMS NEED
TO BE VIEWED
BY THE TEACHER
FOR SUITABILITY

STEP 1:

Choose your Film

Brainstorm with students any film they know that has an equality or diversity theme – for example, films about race or ethnicity, religion, disability, sexual orientation, and so forth. Teachers can use the equality grounds as a tool for brainstorming. (See *Rough Guide 13: Introduction to the Equality Grounds* on page 101 (Ireland) and page 102 (Northern Ireland) for information on the equality grounds in Ireland and Northern Ireland.) Ask students to discuss the list of films and to decide on 4 or 5 films that they would like to watch. Agree the choice of films as a class and then ask each group to watch one. They can use the *Rough Guide 17: Reviewing a Film Through an Equality Lens* on page 106 to explore the equality and diversity themes and issues addressed in the film. Each group can present back their findings and the class then agrees which film to use for their film event.

STEP 2:

Audience and Location - Initial Planning

Explore with students the most appropriate audience for the film and reasons for their choice. They need to make a clear decision about what they hope the audience might learn from their action. (See the *Equality Discussion Tool* on page 20 and remind students to think about the different dimensions of equality – equality of opportunities and outcomes; recognition and respect; participation; and relationships.) The audience's views and what they have learned can be sought through a discussion forum or post-film survey.

The group will need to discuss the overall running of such an event, including if permission to show the film needs to be sought. A decision needs to be made about where the film might be shown – for example, at school or in a local arts centre. Other considerations include who will be invited, is it a ticket only event, will it be advertised?

STEP 3:

Advance Planning and Film Event

A number of working groups can be formed with different responsibilities – for example, film and location; tickets and advertising; organising displays or a speaker from an organisation; refreshments; introductory talk; and post-film discussion or audience survey. Each group cannot be left to work in isolation. It is important that students meet regularly as a class to keep each other up-to-date on each group's progress. Make sure to have a discussion or to survey the audience on their opinions and attitudes on the issue the film addressed. See *Rough Guide 3: Creating an Evaluation Sheet* on page 91.

STEP 4:

Review and Reflect

Take time to look back the event. What did the audience learn? How has your event contributed to creating awareness about the equality? Remind students to think about the different dimensions of equality – equality of opportunities and outcomes; recognition and respect; participation; and relationships. Discuss how things were managed. What worked really well? What might be changed if such an event was to be hosted again?

ACTION IDEA 20

KEEPING EQUALITY ON THE AGENDA EQUAL VOICES – SING UP AND SIGN UP

GATHERING SUPPORT OR SIGNATURES

Time Required

This action could take up to 10 *double classes* depending on the depth of discussion and size of event. Alternatively teachers might consider it for a full term of work – 15 weeks.

Resources Required:

- ✦ Copies of appropriate reflection, recording or evaluation templates or guides
- ✦ Access to computers and telephone
- ✦ Printing of concert flyers and petition
- ✦ Venue for concert – including any sound system, lighting and so forth that may be required
- ✦ Refreshments.

Teaching Resources

To support students in undertaking this action, teachers can use **Lessons 27–28** in the accompanying resource *Equality and Diversity*.

See also:

- ✦ Amnesty International publication *Voice Our Concern* available at www.amnesty.ie

Brief Description of the Action

This action is designed to give students the opportunity to use a concert event as a medium for getting support for a campaign of their choice. The action should begin with an exploration of a particular equality issue and culminate in a concert to gather signatures for a particular campaign or on a particular issue of concern to the students. The petition could be then posted to, or given to, someone as appropriate.

Cross-Curricular Link:

This action is ideally suited to engaging the school choir, orchestra, music class or music teacher. A lunchtime concert or graduation concert could be ideal vehicles for this action. This action is also relevant to Community Relations, Equality and Diversity (CRED).

By the End of this Action Students will be Able to:

- ✦ Identify an equality or diversity issue of concern to them
- ✦ Present the impact of the inequality that is of concern
- ✦ Appreciate how equality issues can be brought to the attention of others
- ✦ Identify the different steps involved in a organising an awareness raising event.

SAMPLE STEPS

STEP 1:

Choose your Issue

Brainstorm with students issues in relation to equality and diversity that concern them – for example, homophobic bullying, discrimination against members of the Traveller community or ethnic group, religious diversity and stereotyping, disability. Teachers can use the equality grounds as a tool for brainstorming. (See *Rough Guide 13: Introduction to the Equality Grounds* on page 101 (Ireland) and page 102 (Northern Ireland) for information on the equality grounds in Ireland and Northern Ireland.) Ask students to discuss their suggestions in groups. See the *Equality Discussion Tool* on page 20 and remind students to think about the different dimensions of equality – equality of opportunities and outcomes; recognition and respect; participation; and relationships. Each group can present back their findings and the class then agrees which theme to address.

STEP 2:

Research the Issue

A series of research activities on the theme can help students to come to a greater understanding of the issues and can also bring them into contact with relevant organisations or groups working on equality issues. For example, it might be a local issue about access for people with a disability within the students' local environment, or a national issue regarding discrimination or racism.

STEP 3:

The Concert Event

Explore with students the options for artists who might perform at the concert – for example, these can be students in the school, local individuals, groups or choirs. Don't rule

out the option of the students or groups of students writing and singing their own songs. A decision needs to be made about how performers will be invited – for example, are they being asked to donate their time? Other issues relating to where the concert will take place need to be considered – for example, at school or in a local arts centre? Consideration also needs to be given to who might need to be involved in the running of such an event. Students can divide the work with different groups taking different responsibilities – for example, location, tickets, advertising, displays, identifying a speaker from an organisation, gathering signatures of support, refreshments, organising the introductory talk, and planning the evaluation. Each group cannot be left to work in isolation. It is important that the whole class meet regularly as a group to keep each other up-to-date. (See *Rough Guide 3: Creating an Evaluation Sheet* on page 91.) Each group cannot be left to work in isolation. Gather signatures and remember to post them or present them to your appointed person after the event.

STEP 4:

Review and Reflect

Take time to look back the event and discuss how things went. What worked really well? What you might change if you were to host such an event again? How has this event contributed to creating awareness and campaigning on an equality or diversity issue? Remind students to think about the different dimensions of equality – equality of opportunities and outcomes; recognition and respect; participation; and relationships.

PART THREE

RESOURCES

This section includes:

1. Templates for completion by students (also as *Gaeilge*)
2. Rough Guides to support students in their planning and taking action
3. A glossary of key words in the Rough Guides as *Gaeilge*
4. Suggested films and debate topics that address equality and diversity
5. Teaching resources
6. Information on the Young Social Innovators Programme and other ongoing programmes
7. A list of organisations that may offer further support
8. Information on equality and anti-discrimination legislation in Ireland and Northern Ireland
9. Further reading on equality

LIST OF TEMPLATES AND ROUGH GUIDES FOR STUDENTS

TEMPLATES

Template 1	End of Class Reflection
Teimpléad 1	Macnamh ag Deireadh an Ranga
Template 2	End of Action Reflection
Teimpléad 2	Magnamh ag Deireadh an Ghnímh
Template 3	Personal Commitment
Teimpléad 3	Ag Tabhairt Faoi go Pearsanta
Template 4	Self-Evaluation by Students of their Action
Teimpléad 4	Féinmheasúnú ag na Scoláirí ar a Ngníomh

ROUGH GUIDES

Rough Guide 1	Creating a Reflective Journal
Rough Guide 2	Recording Your Work
Rough Guide 3	Creating an Evaluation Sheet
Rough Guide 4	Creating an Evaluation Wall
Rough Guide 5	The Ethics of Taking Photographs of Others
Rough Guide 6	Investigating Religion and Non-Religion Groups
Rough Guide 7	Carrying Out Equality Research
Rough Guide 8	Developing an Equality Questionnaire / Survey
Rough Guide 9	Organising a Nationality / Cultural Stand
Rough Guide 10	Carrying Out an Equality and Diversity Audit
Rough Guide 11	Creating an Equality Action Plan
Rough Guide 12	Preparing for Collaboration
Rough Guide 13 (A)	Introduction to the Equality Grounds (Ireland)
Rough Guide 13 (B)	Introduction to the Equality Grounds (Northern Ireland)
Rough Guide 14	Internet Investigation
Rough Guide 15	Logging a Visit to an Organisation
Rough Guide 16	Debating an Equality Issue
Rough Guide 17	Reviewing a Film through an Equality Lens

Note: A glossary of key words in the Rough Guides as *Gaeilge* is provided on pages 107–110.

TEMPLATE 1

END OF CLASS REFLECTION

The equality or diversity issue addressed in this class was...

What I learned about equality or diversity in this class was...

What made learning about equality or diversity interesting for me was...

As a result of today's class I would like to learn more about...

TEIMPLÉAD 1

MACNAMH AG DEIREADH AN RANGA

An tsaincheist chomhionannais nó éagsúlachta a tugadh faoi sa rang seo ná...

An méid a d'fhoghlaim mé faoi chomhionannas nó éagsúlacht sa rang seo ná...

Bhí sé suimiúil a bheith ag foghlaim faoi chomhionannas nó éagsúlacht mar...

Tar éis an ranga seo ba mhaith liom breis fhoghlama a dhéanamh ar...

TEMPLATE 2

END OF ACTION REFLECTION

The equality or diversity issue addressed in my action was...

The reason I did this particular action was...

My contribution to this action was....

Taking an action on equality or diversity has taught me...

What I can about this issue now and in the future is...

TEIMPLÉAD 2

MAGNAMH AG DEIREADH AN GHNÍOMH

Ba í an tsaincheist chomhionannais nó éagsúlachta a phléigh mé i mo ghníomh ná...

An fáth go ndearna mé an gníomh seo ná...

An méid a chuir mé leis an ngníomh seo ná...

Is éard a d'fhoghlaim mé ó ghníomh a dhéanamh ar chomhionannas nó eagsúlacht ná...

An rud is féidir liom a dhéanamh anois agus amach anseo faoin saincheist seo ná...

TEMPLATE 3

PERSONAL COMMITMENT

The equality or diversity issue that I have learned about is...

The reason I am concerned about this issue is...

Focusing on this issue has taught me...

I believe I can make a difference in relation to this issue by ...

Signed _____ Date _____

TEIMPLÉAD 3

AG TABHAIRT FAOI GO PEARSANTA

Is í an tsaincheist chomhionannais nó éagsúlachta a d'fhoghlaim mé faoi ná...

An fáth go bhfuil ábhar cúram agam leis an tsaincheist seo ná...

Tar éis díriú ar an tsaincheist seo, tuigim...

Is dóigh liom go mbéinn ábalta difríocht a dhéanamh maidir leis an tsaincheist seo trí...

Siniú _____ Dáta _____

TEMPLATE 4

**SELF-EVALUATION BY STUDENTS
OF THEIR ACTION**

The equality / diversity issue that I / we took action on was...

What worked well about this action was...

What did not work so well about the action was...

If I / we were to take this action again I / we would make the following changes...

TEIMPLÉAD 4

FÉINMHEASÚNÚ AG NA SCOLÁIRÍ AR A NGNÍOMH

Is í an tsaincheist chomhionannais nó éagsúlachta a bhí idir lámha
agam / againn ná...

D'éirigh leis an ngníomh seo mar...

Níor éirigh go ró-mhaith le roinnt den ngníomh seo mar...

Dá ndéanfainn / faimís an gníomh seo arís, d'athróinn/óimis...

ROUGH GUIDE 1

CREATING A REFLECTIVE JOURNAL

You can support your learning about equality and diversity by taking some time every week to reflect on what you have done in class, in your group or on your own.

Reflection is about asking four simple questions:

- What have I done or studied or read about equality and diversity? Think about the issue or focus of your learning
- How has this impacted on me? Your learning might have helped you develop a different attitude by rethinking some of your beliefs or values or you might find yourself behaving differently because of what you have learned
- What have I learned about equality and diversity from this? This can include learning something new, or getting a better understanding of something that you knew already
- What would I like to do or study or read about equality and diversity now? This might include setting yourself a new goal, or a new task that will help develop your learning further.

Create your own reflective journal – decorate it – and begin to use it. See the sample entry below to help you get you started.

SAMPLE ENTRY IN REFLECTIVE DIARY

Today I was interviewing a few of my friends about stereotyping of older people. I was really surprised that so many of them believed that older people were sick, sad and generally not very friendly. It made me think about some older people I know who are not like that – my grandmother being one. She still drives and has a very active life. My neighbour was ninety last week and he still walks every day. I realised doing the research that it's very easy to stereotype people but that stereotypes do not always tell the truth. What I'd like to do now is see how we could get older people into the school so that my friends would begin to see another side to the story.

ROUGH GUIDE 2

RECORDING YOUR WORK

As you work through an action, it is important that you keep an up-dated record of what you have done and what you need to do next. This is the simplest way of remembering your own contribution and the contribution of others. By sharing the tasks among the group equally and recognising the contribution of others, you are already working towards promoting greater equality.

So, you need to decide if you are going to record both your individual and group tasks on the same sheet or if this is better done as an individual exercise.

Once you decide you can develop your own grid, similar to the one below, for each member or the group as a whole.

INDIVIDUAL RECORD GRID

Date:	
What I completed:	
What I need to do next:	
When I will have my next tasks completed by:	

GROUP RECORD GRID

Date:	
What we have completed as a group:	
What we need to do next:	
Who will carry out each task	
When we will have these tasks completed by:	

ROUGH GUIDE 3

CREATING AN EVALUATION SHEET

There are many ways of finding out what people think of an action or event you organised. Sometimes this can be done using interviews or short surveys or questionnaires. Below are a few samples you can examine before creating an evaluation sheet of your own to gather the opinions of others about your action or event and the impact it might have had on them.

SAMPLE ONE: EVALUATION SHEET

Please complete the following sentences:

What I learned about equality today is.....

The reason this learning is important to me is

One thing I plan to do as a result of my learning is



SAMPLE TWO: EVALUATION SHEET

Please complete the following sentences:

What did you enjoy most about this event or action?

What did you enjoy least?.....

If we were to organise this again, what one suggestion would you make to help us improve it?



SAMPLE THREE: EVALUATION SHEET

Please rate our event under the following headings:

Item	Rate (1 being very poor and 5 very good)				
Organisation	1	2	3	4	5
Educational	1	2	3	4	5
Relevant to young people	1	2	3	4	5



When creating your own evaluation sheet, remember to think about what you want to know and then the questions should flow. Also, be sure to give people enough space to write and have a few extras pens around for them to use!

ROUGH GUIDE 4

CREATING AN EVALUATION WALL

There are many ways of finding out what people think of an action or event you organised. Sometimes this can be done using questionnaires or vox pop (recording comments by people). Another way is to create an evaluation wall.

Below are sample steps you can take to create an evaluation wall.

CREATING AND USING AN EVALUATION WALL

- Choose a wall-space that is visible and easily accessible.
- Make sure that the wall has a surface that can be written on (for example, using large sheets of paper) or that people can stick post-it notes or small sheets of paper to it.
- Use colour pens if people are writing directly onto the wall or use a range of different colour post-it notes and markers.
- As people leave your event, or while they are participating in your action, ask them to visit the wall and to leave a comment or draw an image or answer a particular question you have in mind.
- Give them time and space to write or draw – if they use a post-it note ask them to put it on the wall.
- Allow people to spend some time reading others people's contributions.
- Take a photograph of your wall.
- When all participants are finished, begin to review the comments on the wall.
- If you use post-it notes begin to group all similar answers together. If it is all written on paper or directly on the wall, begin to highlight similar answers with a different coloured pen.
- Gather all the information that is displayed before taking it down. Alternatively, if you have permission, you can leave it up for a short period to be reviewed by the class or by others who might be interested.

SAMPLE WALL

I really enjoyed the event

Thanks for a great evening

I never realised equality was so important

Well done - I'll certainly begin to think before I act in future

I'm delighted the school is working to promote equality

I am shocked that so many people forget to respect others

ROUGH GUIDE 5

THE ETHICS OF TAKING PHOTOGRAPHS OF OTHERS

Ethics is about how you work or engage with other people in a way that supports your values. Photographs or videos tell a story – a person’s story. It is therefore really important that before you start taking photographs you discuss and agree a way of doing it that does not harm anyone. This is called drawing up your own code of ethics. Before agreeing your code of ethics you should discuss the following questions:

- How would you feel if your photograph was taken without your permission?
- How might a photograph stereotype someone, result in discrimination or cause them some harm?
- How can you guard against this?
- How might you put someone at ease when taking their photograph?
- How would you feel if a photograph taken of you was displayed publicly without your consent?
- Having discussed the questions above, you can now agree your code of ethics. An example of the first one is done for you.

TAKING PHOTOGRAPHS OUR CODE OF ETHICS



When taking photographs of other people, we promise to promote good practice by:

1. Always asking permission of the person before taking their photograph.
2.
3.
4.
5.
6.
7.
8.

SAMPLE

ROUGH GUIDE 6

INVESTIGATING RELIGION AND NON-RELIGION GROUPS

There is a lot of information about religion and non-religion (or irreligion) on the internet. However, there are also other sources of information – for example, books, people and newspapers to name a few. One of the ways of supporting your investigation is to draw up a list of questions that might help you get to understand more about religion and non-religion groups. Look at the sample list below and then see if you could use it or adapt it for your own investigation.

INVESTIGATING A RELIGION OR NON RELIGION

Name of Religion or Non-Religion Group	
What are the main beliefs and values attached to this group?	
Are there any key symbols they use?	
Are there any key people associated with this group?	
Are there any key dates associated with this group?	
Do they have any particular festivals or feasts or gatherings or days of worship?	

Remember

to find out locally if there are any groups or individuals that you could ask for additional information, or indeed you might even want to invite someone to talk to the class.

ROUGH GUIDE 7

CARRYING OUT EQUALITY RESEARCH

Carrying out equality research is key to finding out what people know about an equality issue – for example, what they know about the law and equality, what attitudes they might have towards a particular group or issues, what stereotypes they might hold about young people or older people, what their views are on what can be done to bring about change. Having a plan is central to successful equality research. So before starting your equality research, discuss the following questions and then complete the grid below:

- What exactly do you want to find out? Are you interested in finding out about people's knowledge, attitudes, opinions, ideas or a mixture of all of these?
- Who will you ask? Who will be your respondents?
- How will you find out (methodology)? Will you use a questionnaire or are you more interested in interviewing people?
- What will you ask? Will you ask closed questions – one with 'yes' or 'no' answers or ranking answers – or will you ask more open questions?
- How you will analyse the answers? For example, will you count the number of 'yes' or 'no' answers or will you listen to your interviews and copy out peoples responses to your question? You could compare people's answers and note down common themes that they refer to
- How you will present and use your findings? Do you plan to give a presentation? Will you use graphs, or maybe create posters, as part of the presentation?

Copy the grid below onto a larger sheet of paper and complete the first draft of your research plan.

What do you want to find out?	
Who will you ask?	
How will you ask them?	
What will you ask them?	
How will you analyse the answers?	
How will you present your findings?	

ROUGH GUIDE 8

DEVELOPING AN EQUALITY QUESTIONNAIRE OR SURVEY

Developing an equality questionnaire or survey is an important way of finding out people's attitudes or opinions in relation to equality or an equality issue. There are a number of types of questionnaires or surveys you can develop and this depends on what you are trying to find out. Before devising your questionnaire or survey, think about the kind of questions you might ask and what the answer may tell you. The box below gives you some examples. What is important in asking questions is that people you ask:

- understand the question – so be sure to check out that they do
- are free to answer or not to answer – let them know they have permission to respond or not to respond to a question
- have time to think before they answer – remind them to take their time.

Question type	Sample
Multiple choice questions	Which of the following issues do you think our student council should do more about? Bullying <input type="checkbox"/> Quality of food in the canteen <input type="checkbox"/> Changing the school uniform <input type="checkbox"/> Behaviour on the school bus <input type="checkbox"/>
Closed questions	Does our school provide easy access for students with a physical disability? Yes <input type="checkbox"/> No <input type="checkbox"/>
Open-ended questions	How do you think our school could promote greater respect for students who are lesbian, gay, bisexual or transgender?
Rating questions	How would you rate this class in terms of its appreciation of diversity? (1 = very poor and 5 = excellent). 1 (very poor) 2 3 4 5 (excellent)

ROUGH GUIDE 9

ORGANISING A NATIONALITY OR CULTURAL STAND

When organising and researching a culture or nationality, begin with the people you know who are from that country or group. They can give you interesting data but you also get a chance to hear the information firsthand. Remember, a nationality or cultural stand aims to offer a series of facts and insights into a country or cultural group. Each stand could include as many of the following:

The language spoken	Learn 2 or 3 key phrases in that language and teach them to those that visit – for example, Hello, Thank you, Goodbye (In Cant, a language spoken by members of the Traveller Community, there is no direct translation for these words but other phrases can be learnt.)
The national anthem and flag of the country	Have a copy of the country flag and a recording of the national anthem available to play on the day.
Facts and figures	Present a map of the country, statistics on the population size, a brief history of the country, ethnic minorities represented in that country including the main religions.
Culture	Give information on the typical customs, values, dress and food of that country or culture.
Myth busters	Design two myth busters about the country or culture. Name the myth – for example, ‘Travellers don’t pay taxes’, ‘Nigerians are scammers’, ‘American’s are loud’ – and then dispel or bust the myth.
Terms	Include in your display the positive or correct names or terminology that people from that country or culture would like used to describe them.
Famous people	Highlight well known role models from the particular country or culture.

ROUGH GUIDE 10

CARRYING OUT AN EQUALITY AND DIVERSITY AUDIT

In carrying out an equality and diversity audit you are trying to find out how well your school responds to equality and diversity. It can begin by simply choosing a particular area of focus and then collecting evidence. Below are a few sample audits that might help you get started. Remember, sometimes carrying out an audit means trying to look at things from the perspective of your own needs and the needs of others. For example, if you are or were a wheelchair user, what might you look for in a school to meet your needs and would this meet the need of other people who are wheelchair users?

<p>School environment – diversity of identities</p>	<ul style="list-style-type: none"> ■ Does your school have a representation of different identities – for example staff and students from other countries or different cultural groups or who are openly lesbian, gay, bisexual or transgender (LGBT) ■ Does your school have a welcome sign in more than one language? ■ Do paintings and posters in your school reflect diversity – for example, images of other cultural groups, images of diverse families and posters related to being LGBT? ■ Are different significant national holidays mentioned or recognised in the school – for example, the Chinese New Year? ■ And more...?
<p>School environment – ability and disability</p>	<ul style="list-style-type: none"> ■ Is your school accessible to staff, students or parents who are wheelchair users or who have sight or hearing difficulties? ■ Is there a toilet suitable for wheelchair users in your school? ■ Does your school encourage everyone to get involved in sport – for example, are there a range of teams for each sport? ■ Does your school offer support for students who might have difficulties in some areas of learning? ■ And more...?
<p>School textbooks and library (if you have one)</p>	<ul style="list-style-type: none"> ■ Do images or photographs in textbooks show a diversity of nationalities or ethnic groups? ■ Do images or textbooks in your school show a diversity of family types – one parent families, multi-cultural families, and same-sex partners with children? ■ Are there books in your school library that are written by writers from Ireland, Europe, the Americas, Africa and so forth? ■ And more...?

ROUGH GUIDE 11

CREATING AN EQUALITY ACTION PLAN

Creating an equality action plan is important because it will help you to identify what it is you are trying to change, how you will change it, who needs to be involved and so forth. The example given below is simply to get you started on your action plan. The most important part of any plan is to make sure that it meets a very simple code – KIS

The simpler your plan is, the more likely you will get support for carrying it out and experiencing a sense of achievement.

K: keep
I: it
S: simple

In our research we discovered that:

40% of students believed that students could have a stronger voice in decision making in the school. They believed that the student council played an important role but that it could be strengthened.

Our goal(s) for the end of this year are

- To organise a student council notice board where the student council can give information to students about upcoming decisions on a regular basis
- To ensure that members of the student council take a role in school assemblies to inform students about their work
- To ask that members of the student council attend a Board of Management meeting of the school to give their views before decisions that affect them are being made.

OUR ACTION PLAN

The actions we will take are as follows:

- We will make a presentation to the parents committee about the importance of including the student voice in school decision making and get their support for our plan
- We will work with school management to secure a notice board for the student council
- We will work with school management to secure a time for the student council to speak at school assemblies or over the intercom

- We will make a presentation to the board of management about the importance of including the student voice in school decision making.

Time Period: October

Action: Arrange date to speak to parents committee

Who Will Do it: Group A: Mary, John, Elizabeth and Tim.

ROUGH GUIDE 12

PREPARING FOR COLLABORATION

If you are planning to work with another organisation on an equality issue, it is important that both you and your partner organisation are clear about the purpose of the collaboration and about how you will work together. The following frame can be a useful starting point but remember there may be other questions you need to include once you meet your partner organisation.

MY ROLE

Why I wish to participate in this collaboration	
What I hope to learn	
What I commit to the collaboration: <ul style="list-style-type: none"> ■ In terms of skills ■ In terms of time 	
My commitment to confidentiality	

THE ORGANISATION I WILL BE WORKING WITH

(to be completed when you meet)

My contact person	
What the organisation offers me	
What the organisation expects of me	

ROUGH GUIDE 13 (A)

INTRODUCTION TO THE EQUALITY GROUNDS – IRELAND

When thinking about equality, it is useful to remember that at the moment in Ireland there is equality and anti-discrimination legislation in place to protect individuals and groups from unequal treatment or discrimination. The legislation relates to employment, and the provision of goods, services, accommodation, and education. The categories which define who is protected under the legislation are commonly called the 'nine grounds'.

THE NINE GROUNDS ARE AS FOLLOWS:

- **The Gender ground –**
a man, a woman or a transsexual⁵ person
- **The Civil Status ground –**
single, married, in a civil partnership, separated, divorced or widowed
- **The Family Status ground –**
a pregnant woman, a parent or a person acting *in loco parentis* of a person under 18 years, or a parent or resident primary carer of a person with a disability
- **The Sexual Orientation ground –**
heterosexual, gay, lesbian or bisexual
- **The Religion ground –**
different religious belief, background, or outlook, including of no religion
- **The Disability ground –**
broadly defined to include people with all physical, sensory and intellectual disabilities and mental health difficulties
- **The Age ground –**
this only applies to people over 18 under the Equal Status Acts (except for the provision of car insurance to licensed drivers under that age). In relation to employment, the acts apply to any age over the legal school-leaving age
- **The 'Race' ground –**
a particular race, skin colour, nationality or ethnic or national origin
- **The Membership of the Traveller Community ground –**
people who are commonly called Travellers and who are identified, both by Travellers and others, as people with a shared history, culture and traditions. Travellers are identified historically with a nomadic way of life on the the island of Ireland.

⁵ The European Court of Justice in *P v S* held that discrimination against a transsexual person constituted discrimination on the sex ground.

INTRODUCTION TO THE EQUALITY GROUNDS – NORTHERN IRELAND

EQUALITY AND ANTI-DISCRIMINATION LEGISLATION

When thinking about equality it is useful to remember that in Northern Ireland there is equality and anti-discrimination legislation in place to protect individuals from unequal treatment or discrimination. The legislation relates to employment, and to the provision of goods, services and education. The categories which define who is protected under the legislation are commonly called the 'grounds'.

THE GROUNDS ARE AS FOLLOWS:

- **The sex ground –**
a man, a woman, a transgender person, married people, a pregnant woman
- **The sexual orientation ground –**
heterosexual, gay, lesbian or bisexual
- **The religion ground –**
religious beliefs or lack of them
- **The disability ground –**
includes people with physical, sensory and intellectual and mental health difficulties
- **The political opinion ground –**
political opinions or lack of them
- **The age ground –**
all ages, but does not include discrimination in the provision of goods and services.
- **The racial background ground –**
colour, race, nationality, ethnic or national origins, or being an Irish Traveller

SECTION 75 OF THE NORTHERN IRELAND ACT 1998 (SECTION 75)

In addition to the individual grounds set out above public bodies are obliged to have due regard for equality of opportunity between:

- Persons of a different religious belief, political opinion, racial group, age, marital status or sexual orientation
- Men and women generally
- Persons with a disability and persons without
- Persons with dependents and those without.

Public bodies are also obliged to have regard for the need to promote good relations between:

- People of different religious beliefs
- People of different political opinions
- Different racial groups.

ROUGH GUIDE 14**INTERNET INVESTIGATION**

There is a lot of information about equality and diversity on the internet. As you are probably aware, the internet is like one vast ocean of information. It is therefore important that as you carry out any investigation on the web, you carry it out in a systematic way. It is also important that you make sure that the sites you look at are offering you good, clear and reliable information. One of the ways to help you carry out your investigation is to keep a log. Look at the sample logs below and see if you could use or adapt them for your own investigation. Then draw your own grid and complete it as you carry out your investigation.

INVESTIGATING AN ISSUE

Date of my first investigation	
First website address	
Who operates the site and what is its purpose? (For example, is it dedicated to a single issue, a campaign or more general?)	
Why is this site useful for sourcing information on equality and diversity?	
Can you name three things relevant to your investigation that you have learned from the site?	
Etc.	

INVESTIGATING AN ORGANISATION

Date of my first investigation	
Website address	
What is the aim of the organisation?	
Can you name three things the organisation does or has done to promote equality and diversity?	
Name of second website address	
Etc.	

ROUGH GUIDE 15

LOGGING A VISIT TO AN ORGANISATION

When you go to visit an organisation, you can often meet a lot of people and hear a lot of things that at the time are really interesting but that when you leave you can forget. Logging a visit to an organisation requires you to listen carefully and make very brief notes that will help you write an account after the visit or that will help you report to others about the visit. The following log is a simple format – but you may wish to be creative and develop your own a bit further.

VISIT LOG

<p>Date and time of visit</p>	
<p>Who did I meet? Name of key people</p>	
<p>What did she / he / they tell us about equality and the impact of inequality? Just write key words that will help you remember</p>	
<p>What questions did I / others ask? Just write key words that will help you remember</p>	
<p>What responses did I / we get? Just write key words that will help you remember</p>	
<p>What one thing impressed me about the organisation? A thought before you leave</p>	

ROUGH GUIDE 16

DEBATING AN EQUALITY ISSUE

Debating an equality issue is like debating any issue – the real challenge is to be able to prepare and deliver an argument either in favour or against a motion. The key to a successful equality debate is your preparation. Researching the issue from both sides is also important as this will help you not only make an informed argument but will also allow you to prepare responses to the other side.

In debating about equality, keep your commitment to equality alive. Make sure all opinions are valued and do not dismiss an argument on unfair grounds – for example, because of the person who makes it or because you do not share the same opinion. Be careful not to use or promote stereotypes in your arguments and show respect to the opposition.

The grid below offers some initial guidelines but you can develop these further to suit your own debate.

RESEARCH AN EQUALITY OR DIVERSITY ISSUE

<p>Potential sources of information</p>	<ul style="list-style-type: none"> ■ Draw up a list of websites – for example www.equality.ie or www.equalityni.org ■ What about your school or local library for books, articles and encyclopaedias? ■ What about local organisations, family or friends who might know about the issue?
<p>Who will research what?</p>	<ul style="list-style-type: none"> ■ Divide the research tasks among your group or team

PREPARATION OF SPEECHES

<p>Preparation of main arguments</p>	<ul style="list-style-type: none"> ■ List your main arguments. Don't overdo it – one strong argument can be better than three weak ones.
<p>Assign speakers</p>	<ul style="list-style-type: none"> ■ Agree length of time for each speech ■ Assign your main speakers and give each speaker an aspect of the argument to focus on ■ Each person prepares their draft speech.
<p>Practice</p>	<ul style="list-style-type: none"> ■ Allow all speakers to practice and give helpful and respectful feedback.

ROUGH GUIDE 17

NOTE:
ALL FILMS NEED
TO BE VIEWED
BY THE TEACHER
FOR SUITABILITY

**REVIEWING A FILM THROUGH AN
EQUALITY LENS**

In looking at any film through an equality lens you have two tasks. First, as you watch the film you need to watch it with a critical eye. Second, when you are finished watching it you need to review how the film promotes or fails to promote equality. Before you begin, look at the grids below. You may choose to use or adapt them for your own purpose.

CRITICAL EYE

Name of film	
Equality moment 1	<ul style="list-style-type: none"> ■ What is the equality issue? ■ Who are the main characters involved? ■ What do they say or do or think that relates to equality? ■ What happens next for any of the characters in that moment? (Identify positive or negative impacts.)
Equality moment 2	<ul style="list-style-type: none"> ■ What is the equality issue? ■ Who are the main characters involved? ■ What to they say / do / think that relates to equality? ■ What happens next for any of the characters in that moment? (Identify positive or negative impacts).
Etc.	

REVIEW

Name of the film	
Brief summary of the storyline	
List of equality issues that the film addresses	
Description of how these are addressed	Issue 1: Issue 2: Issue 3:
Your view on how the film promotes and supports equality	

GLOSSARY OF KEY WORDS IN THE ROUGH GUIDES AS GAELIGE



Eochairfhocail	rough guide issue equality diversity concern	treoir gharbh saincheist comhionannas éagsúlacht ábhar cúram
-----------------------	----------------------------------------------------------	--------------------------------------------------------------------------

Treoir Gharbh 1	reflective journal attitude belief goal	dialann mhachnamhach dearcadh tuairim sprioc
------------------------	--------------------------------------------------	-------------------------------------------------------

Treoir Gharbh 2	recording your work promoting exercise	d'obair a thaifeadadh ag cur chun cinn cleachtadh
------------------------	----------------------------------------------	---------------------------------------------------------

Treoir Gharbh 3	evaluation sheet interviews surveys impact	bileog mheastóireachta agallaimh suirbhéanna éifeacht
------------------------	-----------------------------------------------------	----------------------------------------------------------------

Treoir Gharbh 4	evaluation wall questionnaires comment visible participants review displayed	balla meastóireachta ceistneoirí ráiteas infheicthe rannpháirtithe caith súil siar ar á thaispeáint
------------------------	------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------

Treoir Gharbh 5	ethics engage harm guard	eitic téigh i ngleic le dochar cosaint
------------------------	-----------------------------------	-------------------------------------------------

**Treoir Gharbh 6**

investigating
sources
attached
key

ag déanamh taighde
foinsí
ceangailte
tábhachtach

Treoir Gharbh 7

research
respondents
methodology
analyse
present

taighde
freagróirí
modheolaíocht
anailís
cuir i láthair

Treoir Gharbh 8

devising
respond

ceapadh
freagairt

Treoir Gharbh 9

stand
series
insights
myth busters
highlight

seastán
sraith
léargais
scriostóir miotais
leag béim ar

Treoir Gharbh 10

audit
perspective
identities
environment
representation

iniúchadh
dearcadh
aitheantais
timpeallacht
ionadaíocht

Treoir Gharbh 11

action plan

plean gníomhaíochta

Treoir Gharbh 12

collaboration
purpose
commitment
contact person
in terms of

comhoibriú
feidhm
tiomantas
duine teagmhála
maidir le



Treoir Gharbh 13 (A)

the nine grounds	na naoi bhforas
gender	inscne
civil status	stádas pósta
family status	stádas teaglaigh
sexual orientation	gneaschlaonta
religion	creideamh
age	aois
disability	míchumas
race	cine
Traveller	Lucht Siúil

Na Naoi bhForas

- An foras inscne – fear, bean nó duine trasghnéasach;
- An foras stádas sibhialta – singil, pósta i bpáirtnéireachta sibhialta, scartha, colscartha nó i mbaintreachas;
- An foras stádais teaglaigh – torrach, tuismitheoir duine faoi 18 mbliana d’aois nó an príomhfheighlí cónaitheach nó tuismitheoir duine faoi mhíchumas;
- An foras gneaschlaonta – aerach, leispiach, déghnéascach nó heitrihnéasach;
- An foras creidimh – creideamh, cúlra nó dearcadh reiligiúnach éagsúil nó gan aon chreideamh, cúlra ná dearcadh reiligiúnach;
- An foras aoise – ní bhaineann seo le feidhm ach do dhaoine atá thar 18 seachas do sholáthar árachais ghluaisteáin do thiománaithe ceadúnaithe faoin aois sin;
- An foras míchumais – tá sainmhíniú leathan air seo, sainmhíniú lena n-áirítear daoine a bhfuil míchumais fhisiciúla, intleachtúla, fhoghlama, tuisceana nó mhothúchánacha agus áirítear raon coinníollacha leighis freisin;
- An foras cine – cine, dath craicinn, náisiúntacht nó bunús eitneach ar leith;
- An foras Lucht Siúil – daoine ar a nglaoitear go coitianta an Lucht Siúil, a aithnítear ag an Lucht Siúil agus ag daoine nach iad mar phobal le comhstair, comhchultúr agus comhthraidisiún, agus a aithnítear go stairiúil mar shlí bheatha fánaíochta ar oileán na hÉireann.

Treoir Gharbh 13 (B)

a pregnant woman	bean torrach
political opinion ground	cúis an tuairim polataíochta
racial background ground	foras an chúlra ciníoch
marital status	stádas pósta

**Treoir Gharbh 14**

internet investigation	taighde idirlín
systematic	córasach
reliable	iontaofa
log	taifead
investigating an issue	saincheist a fhiosrú
operates	oibríonn
purpose	feidhm
relevant	a bhaineann le
promote	cur chun cinn

Treoir Gharbh 15

account	cuntas
impact	tionchar
impressed me	chuaigh ina luí orm

Treoir Gharbh 16

debating	diospóireacht
in favour	i bhfabhar
against	i gcoinne
commitment	gealltanas
potential	poitéinsiúl
assign	a shannadh
practice	cleachtadh

Treoir Gharbh 17

reviewing	léirmheas ar
lens	lionsa
critical eye	súil léirmheastach
moment	tráth
summary	achoimre

SUGGESTED FILMS AND DEBATE TOPICS THAT MAY BE USEFUL

The list below provides a selection of films (feature length and shorts), DVDs and trailers that address equality and diversity. Remember that sometimes even a trailer or short clip is enough to act as an catalyst for discussion or to illustrate an issue.



<p>A is for Autism (1992) US</p>	<p>An animated short film (11 minutes) that explains autism through the eyes of 11 year old Chelsea. Full film available on Youtube at http://www.youtube.com/watch?v=n4aYWGLgc24</p>
<p>A Better Life (2011) Ireland</p>	<p>A gardener in East L.A. struggles to keep his son away from gangs and immigration agents while trying to give his son the opportunities he never had.</p>
<p>Africa United (2010)</p>	<p>The story of three Rwandan kids who walk over 3000 miles and across 7 countries to the Soccer World Cup in South Africa. A trailer is available at http://www.imdb.com/title/tt1429313/</p>
<p>Amazing Grace (2006) UK / US</p>	<p>The idealist William Wilberforce manoeuvres his way through Parliament, endeavouring to end the British transatlantic slave trade.</p>
<p>A Journey of Hope</p>	<p>This clip (6 minutes 30 seconds) which depicts the true story of an Iranian family's journey as refugees from Iran to India to China and finally to Ireland is told from the perspective of Mona, mother and wife. The clip can be accessed directly from Hassan H Faramarz at easypersian@hotmail.com</p> <p>A book, <i>The Flagless Ones</i>, detailing the family's story from the perspective of Hassan, father and husband, is also available from Hassan H Faramarz at easypersian@hotmail.com or from Amazon.</p>
<p>A People Uncounted</p>	<p>This documentary is a powerful portrayal of the racism and genocide experienced by Roma. It covers the period from the holocaust to today. It portrays how the germs of genocide began to take hold in Europe and developed into the horror that resulted during World War II. It warns us that similar attitudes are still present today.</p> <p>The DVD is available on request from Pavee Point, paveepoint.ie</p>
<p>A View from Here</p>	<p>This video shows what life is like from the perspective of a student in a wheelchair compared to that of her twin sister who is able-bodied. It is shown in several chapters designed to be used as a discussion-based activity in schools. Prompts are given for discussion themes.</p> <p>The video is available on request from the Irish Wheelchair Association, www.iwa.ie. A donation of €5 would be appreciated for the resource.</p>
<p>Benda Bilili (2009) Congo / France</p>	<p>Benda Bilili is a group of middle-aged wheelchair users and able bodied street kids who have become one of Central Africa's most highly regarded musical outfits. The trailer is available at http://video.nationalgeographic.com/video/movies/benda-bilili/benda-belili-trailer/</p>
<p>Bend it Like Beckham (2002) UK</p>	<p>The daughter of orthodox Sikh parents rebels against her parents' traditionalism by running off to Germany with a football team.</p>

NOTE:
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TO BE VIEWED
BY THE TEACHER
FOR SUITABILITY

Ben X (2007) Belgium / Netherlands (English Subtitles)	As an alternative to getting bullied at school, an autistic teenager retreats into the world of online role-playing games. The trailer is available at http://www.imdb.com/title/tt0953318/
Blood of the Travellers (2011) Ireland	A documentary exploring the origins of the Irish Travelling People using DNA technology. This is a Scratch Films Production for RTÉ made with the support of the Broadcasting Authority of Ireland in 2011.
Boy in the Striped Pyjamas (2008) Germany	Set during World War II, this story is told through the innocent eyes of Bruno, the eight-year-old son of the commandant at a concentration camp, whose forbidden friendship with a Jewish boy on the other side of the camp fence has startling and unexpected consequences. The trailer is available at http://www.imdb.com/find?q=boy+with+the+striped+pyjamas&s=all
Boys Don't Cry (1999) Canada	The story of the life of Brandon Teena, a transgendered teen who preferred life in a male identity until it was discovered he was born biologically female.
Bread and Roses (2000) US	Two Latina sisters work as cleaners in a downtown office building, and fight for the right to unionize.
Ghandi (1982) India / UK	This film is a biography of the life of Mahatma Gandhi. It shows how he led the nonviolent resistance movement against British colonial rule in India during the first half of the 20th century.
Guess Who's Coming to Dinner (1967)	Parents' attitudes are challenged when their daughter brings home a fiancé who is black.
Inside I'm Dancing (2004) Ireland	When the kinetic Rory moves into his room in the Carrigmore Residential Home for the Disabled, his effect on the home is immediate. Most telling is his friendship with Michael, a young man with cerebral palsy and nearly unintelligible speech. Somehow, Rory understands Michael, and encourages him to experience life outside the confines of home.
Invictus (2009) South Africa	A film that portrays the role Nelson Mandela takes during his first term as the South African President. He works to unite the apartheid-torn land by enlisting the national rugby team on a mission to win the 1995 Rugby World Cup. Available at http://vimeo.com/sariireland
Lamerica (1994) Albania Italian with English subtitles	Two Italian racketeers come to Albania just after the fall of the communists to set up a fictive firm and pocket the grants. They need a stooge. They choose Spiro, an older man who is in jail. But the youngest Italian, Gino, once alone with Spiro, encounters a few problems. Far from his roots, losing his identity in deep Albania, he begins to change.
Le Chiavi di Casa (The Keys to the House) (2004) Italy Italian with English subtitles	Meeting his son with a disability for the first time, a young father attempts to forge a relationship with the teenager.
Le Harve (2011) France French with English subtitles	When an African boy arrives by cargo ship in the port city of Le Havre, an aging shoe shiner takes pity on the child and welcomes him into his home. Trailer available at http://www.imdb.com/title/tt1508675/

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<p>Living in Dependence (2012) Ireland</p>	<p>Experiences of young people seeking asylum in Ireland resulting from a project within the Volunteer Service International youth programme. This project was designed, produced and managed by the young people.</p> <p>Contact VSI on www.vsi.ie for further information or see http://www.youtube.com/watch?v=5MEg-iH-C-A&feature=share</p>
<p>Making Ireland Home (2011) Ireland</p>	<p>Young immigrants reveal experiences of isolation, racism, barriers in education and in accessing residency and citizenship in Ireland whilst exploring identity and sharing hopes for the future. It was produced by eleven immigrants between the ages of 18 and 25 from the Migrant Rights Center Ireland's mPower Youth Project and is available at http://vimeo.com/31951767 (26 minutes in total and divided into sections which can be used on their own).</p>
<p>Mickybo and Me (2004) Northern Ireland</p>	<p>The story of two boys – one Catholic, John Joe McNeill, and one Protestant, Niall Wright – obsessed with the film Butch Cassidy and the Sundance Kid. When the Troubles plague Northern Ireland in 1970 the children dream of escaping to Australia.</p>
<p>Of Gods and Men (2010) France</p>	<p>This film depicts story of a group of Trappist monks who have to choose to stay or leave their community. Originally living in a peaceful situation between local Christians and Muslims, things become more difficult as change comes in the form of violence and fundamentalism. The trailer is available at http://www.imdb.com/title/tt1588337/</p>
<p>Pavee Lackeen (2005) Ireland</p>	<p>An intimate portrait of a resilient and spirited young girl and her proud and dignified family, who are part of Ireland's Traveller community.</p>
<p>Philadelphia (1993) US</p>	<p>When a man with AIDS is fired by a conservative law firm because of his condition, he hires a homophobic small time lawyer as the only willing advocate for a wrongful dismissal suit.</p>
<p>Skin (2008) South Africa</p>	<p>Based on the true story of a black girl who was born to two white Afrikaner parents in South Africa during the apartheid era.</p>
<p>Terraferma (2011) Italy Italian with English subtitles</p>	<p>Sicilian family deals with the arrival of a group of immigrants on their island.</p>
<p>The Color of Paradise (1999) Iran</p>	<p>Mohammad is a student at a special school for blind children in Tehran. When summer break rolls around, Mohammad is the last student to be picked up by his family. His mother is dead and his father, who earns a meagre wage working in a charcoal producing plant, sometimes considers abandoning the boy.</p>
<p>The Help (2011) US</p>	<p>An aspiring author during the civil rights movement of the 1960s decides to write a book detailing the African-American maid's point of view on the white families for which they work, and the hardships they go through on a daily basis as their maids.</p>
<p>The Kid (2010) UK</p>	<p>A film about a man who grew up in poverty but survived to make a better life for himself and his family. Based on the autobiographical book by Kevin Lewis.</p>
<p>The Secret Life of Bees (2008) United States</p>	<p>Set in South Carolina in 1964, this is the tale of a 14-year-old girl, who with her caregiver and only friend, runs off to a South Carolina town that holds the secret to her mother's past. Taken in by the intelligent and independent Boatwright sisters, Lily finds comfort in their world of beekeeping.</p>

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To Kill a Mocking Bird (1962) US	Atticus Finch, a lawyer in the Depression-era South, defends a black man against an undeserved rape charge, and his kids against prejudice. Trailer available at http://www.imdb.com/title/tt0056592/
Trans (2012) US	Trans is a feature documentary feature which provides an upclose and personal journey into the the transgender world through the memorable stories of a remarkable cast of characters. Trailer available at http://www.transthemovie.com/
United Through Sport DVD (2012) (SARI)	United Through Sport is an awareness campaign and education support promoting the powerful potential for positive integration through sport. It was developed by Soccer Against Racism Ireland (SARI) and is available at http://vimeo.com/sariireland
Water (2005) India	Examines the plight of a group of widows forced into poverty at a temple in the holy city of Varanasi, India. It focuses on a relationship between one of the widows, who wants to escape the social restrictions imposed on widows, and a man who is from the highest caste and a follower of Mahatma Gandhi.
Welcome (2009) France	Bilal is 17 years old, a Kurdish boy from Iraq. He sets off on an adventure-filled journey across Europe. The boy soon discovers that his trip won't be as easy as he imagined. This immigrant drama is a strong story which uses documentary austerity and minimalist style to create a great emotional impact.
Whale Rider (2002) New Zealand	A contemporary story of love, rejection and triumph as a young Maori girl fights to fulfil a destiny her grandfather refuses to recognise.
XXY (2007) Argentina	This is the dramatic story of an intersexed 15-year-old. She lives with her parents, who have to cope with the challenges of her medical condition. Trailer available at http://www.imdb.com/title/tt0995829/

OTHER SOURCES OF FILMS

BBC CITIZENSHIP VIDEO VAULT includes a range of video clips under the citizenship section which explore themes of racism, ethnic minorities, religion and sectarianism. The teacher's notes section includes resources and lesson plans for Key Stage 3 and Key Stage 4 curricula in Northern Ireland. See www.bbc.co.uk/northernireland/schools/citizenship

FOMACS – FORUM ON MIGRATION AND COMMUNICATIONS, Dublin Institute of Technology, has created a series of short films and other digital resources dealing with issues related to migration in Ireland. Many are available for purchase at www.fomacs.org/blog_detail.php

GAZE – DUBLIN INTERNATIONAL LGBT FILM FESTIVAL takes place annually. See www.gaze.ie for more information. Some of the short films that are available at <http://www.gaze.ie>

dailymotion.com/user/osvaldo2107/1. For example, "Chicken" is an Irish film in which two young lads struggle to identify their feelings for one another (2 min 53 sec). It is available at http://www.dailymotion.com/video/x2qcgd_chicken-short-film_shortfilms

MEDIA THAT MATTERS film festival takes place annually. The short films are created by people from all over the world, including young people, and deal with everything from the environment, human rights, migration and interculturalism. All films are available to watch, and purchase, via www.mediathatmattersfest.org/

ICCL HUMAN RIGHTS FILM AWARDS is an annual event organised by the Irish Council for Civil Liberties. Films shortlisted are available to view at www.humanrightsfilmawards.org

DEBATE TOPICS THAT MAY BE USEFUL

In addition to the debate topics that are suggested within some of the actions, the following ideas for debate topics may be useful:

- Ireland is a country of equals
- Equality is an ideal, not a reality
- Religious symbols do not belong in school
- Freedom of religion should be recognised and respected
- Everyone has a right to be treated equally in school
- Schools cannot be expected to treat everyone equally
- There is no equality without adequate resources
- Travellers' right to a nomadic lifestyle must be protected by all of us

TEACHING RESOURCES THAT MAY BE USEFUL

Changing Perspectives – Cultural Values, Diversity and Equality in Ireland and the Wider World

A resource pack which explores interculturalism. These activities explore cultural diversity and equality in relation to the values and structures of Irish society and Ireland's relationship with the wider world.

Contact: CDVEC Curriculum Development Unit, Dublin

Tel: +353 (0)1 4535487

Email: info@cdu.cdvec.ie

Website: www.reconciliation.ie

Counted Out – Challenging Poverty and Social Exclusion

A resource pack which explores poverty and social exclusion. The activities are designed to help students to develop their understanding of poverty in Ireland today. It explores ways in which students might get involved in a process of change by engaging with antipoverty and community development initiatives. Many ideas for action projects are included throughout.

Contact: CDVEC Curriculum Development Unit, Dublin.

Tel: +353 (0)1 4535487

Email: info@cdu.cdvec.ie

Website: www.reconciliation.ie

GCSE Learning for Life and Work

This resource was designed specifically for the CCEA Learning for Life and Work GCSE specification. It includes three sections – Local and Global Citizenship, Personal Development and Employability.

Published by McAleer et al CCEA, 2011, Hodder Education, Belfast

Pavee Parents Post Primary Concerns

DVD resource for parents, students, teachers, trainers and policy makers.

Contact: Pavee Point, Dublin.

Tel: +353 (0)1 8780255

Email: info@pavee.ie

Website: paveepoint.ie

Seeing Sense – Challenging Prejudices

This pack challenges the participants to examine their perceptions, to realise that things are not always as they seem and to discover that false perceptions can lead to prejudice and discrimination. Derry City Council and Holywell Trust, 2001.

Contact: Derry City Council.

Tel: + 44 (0)28 71361046

Email: seeingsense@btconnect.com

Spotlight on Stereotyping

A teaching resource developed for the Civic, Social and Political Education (CSPE) curriculum linking with key concepts such as identity, human rights and human dignity, equality, community and the law. It also includes ideas for action projects. The seven lessons can be used consecutively. Alternatively, lessons can be grouped into sections and used at different times during the three years of the CSPE curriculum.

Contact: Equality Authority, Tipperary / Dublin
Tel: + 353 (0)505 24124 or + 353 (0)1 4173336
Email: info@equality.ie
Website: www.equality.ie

Tackling Controversial Issues in the Classroom – A Resource for Citizenship Education

Published in 2012 by the CDVEC Curriculum Development Unit, this resource outlines approaches, frameworks and methodologies for teaching controversial issues in a classroom setting in a way that is safe and respectful of others.

Contact: CDVEC Curriculum Development Unit Dublin,
Tel: +353 (0)1 4535487
Email: info@cdu.cdvec.ie
Website: www.reconciliation.ie

The Men's Project – Photographic Images of Men

A series of photographs that can be useful in generating conversation around stereotyping and conditioning of men.

Available at: <http://www.mensproject.org/images/photos.html>

What? Me A Racist?

A humorously written cartoon book for young people which helps them to explore the issues of racism and prejudice. It also includes useful information on the issues.

Contact: European Commission, Publications Unit, Rue de la Loi 200, B-1049 Brussels

StreetCRED

This interactive online facility was developed by the Youth Council for Northern Ireland to promote understanding at ground level of community relations, equality and diversity (CRED) themes.

Contact: Youth Council for Northern Ireland
Tel: +44 (0)28 9054 3882
Email: info@ycni.org
Website: www.ycni.org

CSPE Human Rights Action Project

The Irish Human Rights Commission is inviting students to participate in a national exhibition *Express Yourself: Young People Promoting Human Rights in Ireland*.

Contact: Irish Human Rights Commission, Dublin
Tel: + 353 (0)1 8589601
Email: info@ihrc.ie
Website: www.ihrc.ie

ONGOING PROGRAMMES THAT MAY BE USEFUL

YOUNG SOCIAL INNOVATORS PROGRAMME

The Young Social Innovators (YSI) Social Innovation Programme is an all-Ireland, youth-led, team-based, civic action programme. It promotes the practice of social innovation using a robust, well tested framework for learning and action which has developed with educators, known as the 4 C's – Care, Co-operation, Change and Communication. This framework has wide application to any action around social issues, such as equality, diversity, human rights, environmental, health, community or local need. See www.youngsocialinnovators.org.



YOUNG SOCIAL INNOVATORS' FRAMEWORK FOR SOCIAL INNOVATION ACTION PROJECTS – KNOWN AS THE 4 C'S

Care – young people decide what subject or theme they are going to tackle, they choose what they want to learn about and to a large extent self direct their learning and doing. They agree, in a democratic way, how to go forward, what to do and who is going to do what. Before even beginning there is considerable learning and engagement.

Co-operate – young people work in teams – many for the first time – and discover some of the difficulties of this and some of the extraordinary bonuses gained from collective thinking and doing. Last year alone, the projects identified over 300 partners and linkages to work with both locally and nationally.

Change – this is action focused – the understanding and passion leads to a response or resolution of a problem understood. The more students understand about the issue, the better focused and impactful their action will be. Reactivity and change – hugely important in any learning skills for innovation.

Communicate – the story told. Students advocate about their issue and project and its importance. The dynamics of communications – a necessity for real life and work skills.

Each of the 4 C's, individually and collectively, mirror the values intrinsic to best practice and principles of social innovation. If we take away one element of the process, there is less impact on the whole. The sum of the impact of the whole is far greater than any one of its parts!



Intercultural Schools Project

The Chester Beatty Library offers on-going educational activities that address interculturalism.

Contact: Chester Beatty Library, Dublin Castle, Dublin 2

Tel: + 353 (0)1 407 0750

Website: www.cbl.ie

Yellow Flag Programme

A national project run by the Irish Traveller Movement designed to promote and foster interculturalism among all students in Irish schools.

Contact: Irish Traveller Movement, 4/5 Eustace Street, Dublin 2, Ireland

Tel: + 353 (0)1 679 6577

Email: yellowflagprogramme@gmail.com

Website: www.yellowflag.ie

Show Racism the Red Card

A national project that offers on-going educational activities to challenge racism through providing education resources and intercultural activity which support integration.

Contact: Show Racism the Red Card, Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7

Tel: + 353 (0)1 828 0018.

Email: info@theredcard.ie

Website: www.theredcard.ie

Stand Up! LGBT Awareness Week!

A new advocacy campaign, Stand Up! is aimed at creating positive understanding of lesbian, gay, bisexual and transgender young people and their issues.

Contact: BeLonG To, Parliament House, 13 Parliament Street, Dublin 2

Tel: + 353 (0)1 670 6223

Website: www.belongto.org

LIST OF ORGANISATIONS AND GROUPS THAT MAY BE USEFUL

IRELAND

- Age & Opportunity – www.olderinireland.ie
- Age Action Ireland – www.ageaction.ie
- AkiDwA – www.akidwa.ie
- Amnesty International – www.amnesty.ie
- BeLonG To – www.belongto.org
- Care Alliance Ireland – www.carealliance.ie
- Caring for Carers – www.caringforcarers.org
- Comhlámh – www.comhlamh.org
- ENAR (European Network Against Racism) Ireland – www.enarireland.org
- Equality Authority – www.equality.ie
- Friends of the Elderly – www.friendsoftheelderly.ie
- GIDI (Gender Identify Disorder Ireland) – www.gidi.ie
- GLEN (Gay and Lesbian Equality Network) – www.glen.ie
- Inclusion Ireland – www.inclusionireland.ie
- Immigrant Council of Ireland – www.immigrantcouncil.ie
- Irish Council for Civil Liberties – www.iccl.ie
- Irish Human Rights Commission - www.ihrc.ie
- Irish Refugee Council – www.irishrefugeecouncil.ie
- Irish Senior Citizens Parliament – <http://iscp.wordpress.com/>
- Irish Traveller Movement – www.itmtrav.ie
- Men's Health Forum in Ireland – www.mhfi.org

- Men's Development Network – www.mens-network.net
- Migrant Rights Centre of Ireland – www.mrci.ie
- National Traveller Women's Forum – www.ntwf.net
- National Women's Council of Ireland – www.nwci.ie
- National Youth Council of Ireland – www.nyci.ie
- National Disability Authority – www.nda.ie
- Older and Bolder – www.olderandbolder.ie
- Older People Active Retirement Ireland – www.activeirl.ie
- One Family – www.onefamily.ie
- OPEN (One Parent Exchange Network) – www.oneparent.ie
- Pavee Point Travellers' Centre – paveepoint.ie
- TENI (Transgender Equality Network Ireland) – www.teni.ie
- The Carers Association – www.carersireland.com
- Young People Children's Rights Alliance – www.childrensrights.ie

NORTHERN IRELAND

- Action on Hearing Loss – www.actiononhearingloss.org.uk
- Age Northern Ireland – www.ageni.org
- Age Sector Platform – www.agesectorplatform.org
- Armagh Travellers Support Group – www.armaghtsg.org
- Arts and Disability Equality Charter – <https://sites.google.com/site/artsdisabilityequalitycharter>
- Belong – www.belongni.org
- Carers Northern Ireland – www.carersni.org
- Children's Law Centre – www.childrenslawcentre.org
- Community Relations Council – www.community-relations.org.uk
- Disability Action – www.disabilityaction.org
- Gay and Lesbian Youth – www.glyni.org.uk
- Lesbian Advocacy Services Initiative – www.lasionline.org
- Linking Generations – www.centreforip.org.uk/northern-ireland
- Mencap – www.mencap.org.uk
- Mindwise – www.mindwisenv.org
- Multicultural Resource Centre – www.mcrc.org.uk/
- National Deaf Children's Society – www.ndcs.org.uk
- Northern Ireland Action on Mental Health – www.niamh.co.uk
- Northern Ireland Commissioner for Children and Young People – www.niccy.org
- Northern Ireland Council for Ethnic Minorities – www.nicem.org.uk
- Northern Ireland Human Rights Commission – www.nihrc.org
- Rainbow Project – www.rainbow-project.org
- Royal National Institute for Blind People – www.rnib.org.uk
- Safe and Well Project – www.safeandwellproject.co.uk
- South Tyrone Empowerment Programme – www.stepni.org
- Transgender Northern Ireland – www.transgenderni.com
- Women's Resource and Development Agency – www.wrda.net
- Women's Tec – www.womenstec.com
- Youth Action – www.youthaction.org
- Youth Council Northern Ireland – www.ycni.org
- Youthnet – www.youthnetni.org.uk

For further information about organisations working with particular groups in Northern Ireland contact:
Communication and Promotion Division

Equality Commission for Northern Ireland
7–9 Shaftesbury Square
Belfast
BT2 7DP

Telephone: + 44 (0)2890 500600
Textphone: + 44 (0)2890 500589
Email: information@equalityni.org
Website: www.equalityni.org

INFORMATION ON EQUALITY AND ANTI-DISCRIMINATION LEGISLATION IN IRELAND AND NORTHERN IRELAND⁵

(See also Lessons 24–26 of the accompanying resource *Equality and Diversity*)

IRELAND

There are two key pieces of equality and anti-discrimination legislation in Ireland – the Equal Status Acts 1998–2011 and the Employment Equality Acts 1998–2011.

The Equal Status Acts 2000–2011 prohibit discrimination under nine grounds in relation to buying and selling goods; providing services; obtaining and disposing of accommodation; and accessing or attending education.

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

WHAT ARE THE EQUALITY GROUNDS?

The legislation names nine grounds under which people are protected against discrimination:

- **The Gender ground** – a man, a woman or a transsexual⁶ person
- **The Civil status ground** – single, married, in a civil partnership, separated, divorced, widowed or formerly in a civil partnership
- **The Family Status ground** – a pregnant woman, a parent or a person *in loco parentis* of a person under 18 years, or a parent or resident primary carer of a person with a disability
- **The Sexual Orientation ground** – heterosexual, gay, lesbian or bisexual
- **The Religion ground** – different religious belief, background, outlook or none
- **The Age ground** – this only applies to people over 18 under the Equal Status Acts (except for the provision of car insurance to

licensed drivers under that age). In relation to employment, the acts apply any age over the legal school-leaving age

- **The Disability ground** – this is broadly defined to include people with all physical, sensory and intellectual disabilities and mental health issues
- **The Race ground** – a particular race, skin colour, nationality or ethnic or national origin
- **The Membership of the Traveller Community ground** – people who are commonly called Travellers and who are identified, both by Travellers and others, as people with a shared history, culture and traditions. Travellers are identified historically with a nomadic way of life on the island of Ireland.

WHAT IS DISCRIMINATION?

Discrimination has a specific meaning in the Equal Status Acts and in the Employment Equality Acts:

- **Direct discrimination** occurs if a person is treated less favourably than another person in a comparable situation on the basis of any of the nine grounds. It covers differences in how the person is treated, has been treated, or would be treated
- **Indirect discrimination** occurs when an apparently neutral provision puts a person under one of the nine grounds at a particular disadvantage, unless the provision is objectively justified by a legitimate aim and the means of achieving that legitimate aim are appropriate and necessary

⁵For more information on see the paper on comparative protections from the Assembly (August 2011) <http://www.niassembly.gov.uk/Documents/RaISe/Publications/2011/OFMdFM/7511.pdf>.

⁶The European Court of Justice in *P v S* held that discrimination against a transsexual person constituted discrimination on the sex ground.

- **Discrimination by association** occurs when a person is treated less favourable because they are associated with somebody who comes under any of the nine grounds.

There are a number of exemptions under both the Equal Status Acts and the Employment Equality Acts which allow discriminatory conduct to occur. In other words, in certain circumstances, the Acts allow people to be treated differently on the nine grounds. For example, anything mandated by an Act of the Oireachtas or EU law is allowed. Another example is that under the Equal Status Acts primary and secondary schools may be for one gender only.

WHAT IS HARASSMENT AND SEXUAL HARASSMENT?

Harassment and sexual harassment on any of the nine grounds are prohibited under the Equal Status Acts and under the Employment Equality Acts.

- **Harassment** is any form of unwelcome conduct related to any discriminatory ground
- **Sexual harassment** is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature.

In both cases, it is conduct which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. In both cases, the unwanted conduct may include acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures and other material.

It should be noted that the legal definitions of harassment and sexual harassment are not the same as the definition of **bullying** contained in Department of Education and Skills circulars. The key differences are:

- Bullying entails ongoing and systematic behaviour, whereas a single incident of harassment can be a breach of the Employment Equality Acts and Equal Status Acts
- Bullying can apply to reasons that are not linked to the discriminatory grounds whereas harassment prohibited by the

Employment Equality Acts and the Equal Status Acts must be related to one or more of the nine grounds.

WHAT IS VICTIMISATION?

Victimisation is prohibited under the Equal Status Acts and the Employment Equality Acts. It occurs where adverse treatment by an employer, a provider of goods and services, of accommodation or by an educational establishment happens as a reaction to:

- a complaint of discrimination having been made
- a person having been a witness in any proceedings under the Employment Equality Acts or Equal Status Acts
- a person having opposed by lawful means an act which is unlawful under the Employment Equality Acts or Equal Status Acts.

LIABILITY

Employers, including schools, are liable for anything done by an employee in the course of their work or by an agent, whether or not it was done with the employer's knowledge or approval. An employer has a defence against being liable for discriminatory actions or harassment carried out by an employee if it can prove that it took such steps as were reasonably practicable to prevent the employee from committing the actions.

WHAT IS REASONABLE ACCOMMODATION OF PEOPLE WITH DISABILITIES?

Under the Equal Status Acts educational institutions, a person selling goods or providing a service, a person selling, letting or providing accommodation and clubs must do all that is reasonable to accommodate the needs of a person with a disability. This involves providing special treatment or facilities in circumstances where without these, it would be impossible or unduly difficult to avail of the goods, services, accommodation, etc.

There is no obligation to provide special treatment, facilities or adjustments if they give rise to anything more than a 'nominal cost' to the provider of education, goods and services and accommodation. The meaning of 'nominal cost' is likely to depend on size and resources

of the organisation. If the State provides grants and aids for assisting in providing special treatment or facilities, there may be an onus on the service providers etc. to avail of these grants.

Under the Employment Equality Acts an employer is obliged to take appropriate measures to enable a person who has a disability to have access to employment; to participate or advance in employment; to undertake training.

The employer is not obliged to provide any treatment, facility or thing that the person might ordinarily or reasonably provide for himself or herself. In addition the appropriate measures taken by the employer should not impose a disproportionate burden and account is taken of the cost involved, the size of the business and the possibility of obtaining public funding.

WHAT IS POSITIVE ACTION?

Educational institutions, service providers, clubs, providers of accommodation and employers can take positive measures or give preferential treatment to people on the nine grounds in certain circumstances. This is allowed where the positive measures are genuinely intended to promote equality of opportunity for those who are disadvantaged or to ensure full equality in practice between employees on all of the nine grounds. Preferential treatment or positive measures are also allowed where they cater for the special needs of those who may require facilities, arrangements, services or assistance that are not required by others.

SCHOOLS AND THE EQUAL STATUS ACTS

A school must not discriminate in:

- The admission of a student, including the terms or conditions of admission of a student
- The access of a student to a course, facility or benefit
- Any other term or condition of participation in the school
- The expulsion of a student or the application of any other sanction against a student.

A number of exemptions to the provisions on discrimination have particular relevance to schools.

- (a) Single-sex schools are allowed.
- (b) Where the objective of a school is to provide education in an environment that promotes certain religious values, it can
 - admit a student of a particular religious denomination in preference to other studentsor
 - refuse to admit a student who is not of that religion provided the school can prove that this refusal is essential to maintain its ethos.
- (c) Differences in treatment in relation to sporting facilities or events are allowed on three grounds if they are reasonably necessary, taking account of the nature of the facilities or event. The three grounds this exemption applies to are the gender, disability and age grounds.
- (d) A school is exempt from the requirement to provide service to a student with a disability only to the extent that doing so would, because of the student's disability, have a seriously detrimental effect on the provision of services to other students or would make it impossible to provide services to other students.

EDUCATION LEGISLATION

A number of pieces of legislation governing schools contain provisions that are relevant to equality.

The Education Act 1998 requires that school plans state:

- the objectives of the school relating to equality of access to and participation in the school
- the measures that the school proposes to take to achieve these objectives.

It also states that schools must use their resources to ensure that the educational needs of all students, including those with

disabilities or other special educational needs, are identified and provided for. Schools must promote equality of opportunity for male and female students. They must establish and maintain an admissions policy that provides for maximum accessibility to the school and that ensures that principles of equality are respected.

The Education (Welfare) Act 2000 requires schools to prepare a code of behaviour that specifies the standards of behaviour to be observed by students. Accordingly, the code of behaviour should explicitly name the nine grounds and require behaviour that respects diversity across them. It should prohibit harassment and sexual harassment, and set out the steps that will be taken if either of them does occur.

The Education (Welfare) Act 2000 also requires schools to prepare school attendance strategies, and these must be developed in consultation with parents of students at the school. A school's attendance strategy should set out how the school takes account of the particular barriers to attendance that some of the groups across the nine grounds encounter.

The Education for Persons with Special Educational Needs Act 2004 seeks to establish the principle of inclusive education for children with special educational needs as a legal requirement. It sets out procedures for conducting assessments of students who have special educational needs and preparing

education plans for them. It also permits the designation of the school at which a child with special educational needs is to be educated.

FURTHER INFORMATION

For further information on the equality legislation and good practice on promoting equality contact:

Public Information Centre

The Equality Authority
Birchgrove House
Roscrea
Co. Tipperary
Tel: + 353 (0)505 24126
Fax: + 353 (0)505 22388
LoCall: 1890 245 545

Dublin Office

2 Clonmel Street
Dublin 2
Tel: + 353 (0)1 417 3333
Fax: + 353 (0)1 417 3331
Email: info@equality.ie
www.equality.ie

The Equality Tribunal

The Equality Tribunal's website www.equalitytribunal.ie contains case law in relation to the equality legislation. Case law can offer examples of how a tribunal has interpreted the law in situations where a person has felt that they were discriminated against on any of the nine grounds.

NORTHERN IRELAND

The main pieces of anti-discrimination legislation in Northern Ireland are:

Gender

- Equal Pay Act (NI) 1970
- Sex Discrimination (NI) Order 1976

Disability

- Disability Discrimination Act 1995
- Special Educational Needs and Disability (NI) Order 2006

Religious Belief / Politics

- Fair Employment and Treatment (NI) Order 1998

Racial Background

- Race Relations (NI) Order 1997

Sexual Orientation

- Employment Equality (Sexual Orientation) Regulations (NI) 2003
- Equality Act (Sexual Orientation) Regulations (NI) 2006

Age

- Employment Equality (Age) Regulations (NI) 2006

Duties on Public Bodies

Northern Ireland Act 1998, Section 75

Depending on the specific piece of legislation, individuals can complain about discrimination which occurs in employment, vocational training, education, housing, or the provision of goods and services.

For further information on the areas covered by the legislation, please visit the Equality Commission for Northern Ireland website at www.equalityni.org, or contact on 02890 500600 or at information@equalityni.org

THE EQUALITY GROUNDS

The legislation names the following grounds under which people are protected against discrimination:

- **The gender ground** – a man, a woman or a transgender person

- **The religion ground** – religious beliefs or lack of them
- **The political opinion ground** – political opinions or lack of them
- **The racial background ground** – colour, race, nationality, ethnic or national origins, or being an Irish Traveller
- **The sexual orientation ground** – heterosexual, gay, lesbian or bisexual
- **The disability ground** – includes people with physical, sensory and intellectual and mental health issues
- **The age ground** – all ages, but does not include discrimination in the provision of goods and services.

In addition to the individual grounds set out above, public bodies must have due regard to the need to promote equality of opportunity between:

- Persons of a different religious belief, political opinion, racial group, age, marital status or sexual orientation
- Men and women generally
- Persons with a disability and persons without
- Persons with dependents and those without.

They must also have regard to the desirability of promoting good relations between persons of different religious beliefs, political opinions and racial groups.

WHAT IS DISCRIMINATION?

Discrimination has a specific meaning in Northern Ireland equality laws:

- Direct discrimination occurs if a person is treated less favourably than another person in a comparable situation on the basis of one or more of the grounds covered. It covers differences in how the person is treated, has been treated, and in some cases would be treated
- Indirect discrimination occurs when an apparently neutral provision puts a person at a particular disadvantage, unless the provision is objectively justified by a legitimate aim and the means of achieving that legitimate aim are appropriate and necessary.

There are a number of exemptions under the legislation which allow discriminatory conduct to occur. In other words, in certain circumstances, the law allows people to be treated differently on one of the protected grounds, for example, anything that must be done due to another piece of legislation.

WHAT IS HARASSMENT AND SEXUAL HARASSMENT?

Harassment and sexual harassment are against the law.

- Harassment is any form of unwelcome conduct related to any discriminatory ground
- Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature.

In both cases, it is conduct which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. In both cases, the unwanted conduct may include acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures and other material.

WHAT IS VICTIMISATION?

Victimisation is prohibited under the legislation. It means treating someone worse than others because they intend to, or they have:

- Made a complaint of discrimination
- Been a witness in a discrimination complaint
- Alleged that discrimination has taken place.

LIABILITY

Employers, including schools, are liable for anything done by an employee in the course of their work or by an agent, whether or not it was done with the employer's knowledge or approval. An employer has a defence against being liable for discriminatory actions or harassment carried out by an employee if it can prove that it took such steps as were reasonably practicable to prevent the employee from committing the actions.

DISABILITY – THE REASONABLE ADJUSTMENT DUTY

The Disability Discrimination Act requires employers and service providers to make reasonable adjustments for disabled people. The action required to be taken may be:

In employment

- To alter a person's hours of work
- To provide modified equipment.

In the provision of services

- To make physical adjustments to premises
- To change how services are offered so a disabled person can access them.

In education

- Schools have a duty to work towards making the educational experience more accessible for disabled people
- Institutes of further and higher education are under a duty to ensure their policies, practices and procedures do not place disabled people under a substantial disadvantage. They must also make reasonable changes to the physical environment and provide auxiliary aids and services.

SCHOOLS AND EQUALITY LAWS

A school must not discriminate in:

- The admission of a student, including the terms or conditions of admission of a student
- The access of a student to a course, facility or benefit
- Any other term or condition of participation in the school
- The expulsion of a student or the application of any other sanction against a student.

A number of exemptions to the provisions on discrimination have particular relevance for schools. For example, single-sex schools are allowed.

FURTHER INFORMATION

For further information or advice on equality issues, or if you would like to find out more about the Equality Commission and its work, contact:

Equality Commission for Northern Ireland
7–9 Shaftesbury Square
Belfast
BT2 7DP

Telephone: + 44 (0)2890 500600
Textphone: + 44 (0)2890 500589
Email: information@equalityni.org
Website: www.equalityni.org

FURTHER READING ON EQUALITY

The following Equality Authority publications are available at www.equality.ie:

Inequality and the Stereotyping of Young People (2006) by Maurice Devlin.

Guidelines for Second Level Schools on Embedding Equality in School Planning.

Making Equality Count: Irish and International Research Measuring Equality and Discrimination (2010) edited by L Bond, F McGinnity and H Russell and published by The Liffey Press.

Your Employment Rights Explained: Plain English Guide to the Employment Equality Acts 1998–2011.

Your Equal Status Rights Explained: Plain English Guide to the Equal Status Acts 2000–2011.

Schools and the Equal Status Acts.

Equality Commission for Northern Ireland publications are available at www.equalityni.org

See also:

Danny Dorling, 2012, *“The No-Nonsense Guide to Equality”*. New Internationalist Books.

Anne Lodge and Kathleen Lynch (eds.) 2004 *“Diversity at School”*. IPA. Available at <http://www.equality.ie/en/Research/Research-Publications/Diversity-at-School.html>.

Richard Wilkinson and Kate Pickett, 2010, *“The Spirit Level: Why Equality is Better for Everyone”*. Penguin. Associated website with other resources, including short films, leaflets, and updated data (and also some material in French, which may be of use for language teachers): <http://www.equalitytrust.org.uk>.

The Equality Authority
Birchgrove House
Roscrea
Co. Tipperary

2 Clonmel Street
Dublin 2
Ireland
www.equality.ie

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

Equality Commission for
Northern Ireland (?TBC)
7-9 Shaftesbury Square
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