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# Diversity & Inclusion

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Key Stage 4

Learning for Life & Work

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# Diversity & Inclusion

**Aim:** To consider the specific challenges and opportunities which diversity presents to Northern Ireland and the global community.

Session 1

**Growing up in Northern Ireland – a diverse and inclusive society?**

Session 2

**Cultural and ethnic diversity**

Session 3

**Promoting diversity**





## Teaching Plan Outline

<b>Title</b>	Diversity and Inclusion		
<b>Aim</b>	To identify and consider the specific challenges and opportunities which diversity presents to Northern Ireland and the global community.		
<b>Duration</b>	4 class periods	<b>Resources</b>	<i>Resource 1 'Identity Framework'</i> <i>Resource 2 'National &amp; Religious Identity'</i> <i>Resource 3 'Identity Survey Results'</i> <i>Resource 4 'Walking Debate'</i> <i>Internet access</i>
<b>Learning intentions</b> (KS4 statements of requirement) Learning for Life & Work – Local & Global Citizenship Personal Development	<ul style="list-style-type: none"> <li>Respond to the specific challenges and opportunities which diversity and inclusion present in NI and the wider world.</li> <li>Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences.</li> </ul>		
<b>Skills &amp; capabilities</b>	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Self-management</li> <li>Working with Others</li> </ul>		
<b>Cross-curricular skills</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Using Maths</li> <li>Using ICT</li> </ul>		
<b>Links to other curricular areas</b>	<ul style="list-style-type: none"> <li>GCSE English Language* <ul style="list-style-type: none"> <li>Expressing ideas &amp; information clearly</li> <li>Forming independent views &amp; challenging what is heard or read on the grounds of reason, evidence or argument</li> </ul> </li> <li>GCSE Maths* <ul style="list-style-type: none"> <li>Select &amp; apply mathematical techniques &amp; methods in mathematical, everyday &amp; real-world situations</li> <li>Reason mathematically, make deductions &amp; inferences, &amp; draw conclusions</li> <li>Interpret &amp; communicate mathematical information in a variety of forms appropriate to the information &amp; context.</li> </ul> </li> <li>GCSE History*</li> </ul>		
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>Sharing learning intentions</li> <li>Sharing &amp; negotiating success criteria</li> <li>Giving feedback to pupils</li> <li>Effective questioning to probe student understanding</li> <li>Opportunity for peer assessment</li> </ul>		

\* more specific information about cross-curricular links is provided below.



## Session 1: Growing up in Northern Ireland – a diverse and inclusive society?

This lesson is an opportunity for pupils to consider the numerous facets of diversity and the importance of promoting an inclusive society. It will also encourage them to explore their own identities within a supervised environment and consider diversity in both the unique Northern Irish and global contexts. They will be able to revisit the four key concepts of local and global citizenship introduced at KS3, and by deepening their knowledge and understanding, consider real life application of these. This is lesson one of a four-part session on local and global citizenship. It is important to be prepared for the potentially emotional and sensitive nature of the issues that may be raised; it is advisable to establish a classroom contract with ground rules agreed at the outset for the proposed discussions/debates.

This initial session will introduce the concept of diversity, ask students to consider their own identity and establish why it is important both to the individual but also society as a whole to promote diversity and inclusion. Students will be asked to consider the knock-on effects of exclusion and the subsequent lessons will help them to think through the challenges and opportunities faced and help build skills to apply their learning to their own experiences.

### Activity 1: What is my identity?

(Individual written task [Resource 1 'Identity Framework'] and teacher-led question and answer session)

1. Distribute Resource 1 and give students 5 minutes to complete the identity framework. Areas for discussion – ask students to comment on their feelings/emotions on task, was anything difficult, what does this say about our identities? We have multiple identities, but these particular characteristics play an important part of who we are. When and why do we conceal certain aspects of our identity? What characteristics could cause offence, challenge or create opportunities for those we meet for the first time?

### Activity 2: National and religious identity

(Small group activity and group feedback to whole class)

1. Divide the students into small groups of 4 or 5 with internet access and distribute copies of Resource 2 'National and religious identity' and if no internet access available Resource 3 'Survey Results'.
2. Ask students to access the Young Life and Times website to compare how 16 year olds with the adults surveyed in the Northern Ireland Life and Times survey. Students will need to investigate how 16 year olds in Northern Ireland feel about their national and religious identities and how they compare to the adult population. They will need to visit two websites for this activity or consult Resource 3 'Identity Survey Results'.
3. Students should investigate the questions listed in Resource 2 using the statistics available and discuss their answers within their group. The results of the survey can be found at [www.ark.ac.uk/ylt](http://www.ark.ac.uk/ylt). Visit this site and look for the results of the 'Identity' module. View the tables of results of the following three questions:



- NINATID: National Identity
- NATIDIMP: How important is your national identity to you?
- RELIDIMP: How important is your religious identity to you?

Questions for discussion:

- How important did respondents feel their national and religious identity was to them?
  - How did males and females differ?
  - Was national and religious identity more or less important for Protestants or Catholics? What could be the reasons?
  - Do all Protestants feel British and all Catholics, Irish? Is there a Northern Irish identity?
  - How do adults in general compare with 16 year olds in their feelings about national identity?
  - Are young people more likely to identify with Northern Ireland? What could be the reasons for this and what could this mean for the conflict in NI?
4. Ask each group to report back on one question and debate each answer.
  5. Debrief by outlining the range of different responses we feel have around identity, how these are shaped and influenced and the sometimes emotive nature of identity.
  6. End session with a couple of minutes of private reflection; offer the opportunity to make a journal entry on what they might have learned.
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## Session 2: Cultural and Ethnic Diversity

Session 2 will consider the growing diversity of the ethnic population of Northern Ireland and how this has affected our lives. Students will be expected to reflect on the cultural richness this brings but also the challenges for those living and working in Northern Ireland. Potential areas of conflict will be debated and also contextualised by reflecting on the historical and international perspectives.

### Activity 1: Walking debate

Whole group exercise.

1. Establish 3 zones in the classroom to represent 'Agree', 'Don't Know' and 'Disagree'.  
Read out the walking debate statements (Resource 4 – walking debate) and ask students to stand in the zone which corresponds with their response to each statement.
2. Ask students to briefly explain their answers after each statement.

### Activity 2: Establishing the facts

Internet-based small group work or home work based exercise.

Ask students to research the current Government policy on immigration and gather facts and figures of immigration to Northern Ireland to include numbers of immigrants and list the range of countries travelled from. Ask students to compile a list of reasons why people come to the UK to live, students should also be asked to consider the human rights and equality context.

### Activity 3: Action-based Project

Design and carry out an action project. Suggestions for projects include:

- a) Write a case study, interview someone who is an immigrant and find out their story. Find out what it is like for them, what their personal journey has been. Have they had any experiences of racism, how does it make them feel?
  - b) Develop a diversity and inclusion plan for your school, plan a series of cultural activities promoting and celebrating diversity in school or the neighbourhood.
  - c) Consider how ethnicity, race or religion has been persecuted in recent history. Write a newspaper article on from the perspective of the persecuted for example from Nazi Germany, South Africa or the American South.
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## Session 3: Promoting Diversity

Teacher led class discussion and small group work.

1. Ask the class to identify other groups in society that are disadvantaged or excluded, for instance: sexual orientation, disability, class, gender, the aged.

2. Divide the class into small groups and ask them to complete one of following tasks:

a) Does school have a homophobic bullying policy? Design one.

b) Conduct a disability audit of your school – how many members of staff and students consider themselves to have a disability, what are the facilities like in school, what can the school, staff and students do to improve facilities or increase understanding of the issues facing disabled members of or visitors to the school?

c) Investigate legislation that has attempted to redress sexual discrimination and research some recent examples of cases that have been judged under these laws. Select two examples from a male and a female perspective to illustrate discrimination that has been challenged under the law.



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## Resource 1: Identity Framework

You have to introduce yourself to 5 different people, what would you tell them about yourself? Is there any information you would not want them to know about you? Why?

Complete the table below – consider each person you meet, place a  in the box if you are happy to give them this information, and place an  if you'd keep this information to yourself.

		WHO YOU MEET				
		Someone on Facebook you would like to go out with	Someone you meet at a cross-community event with your school	The interviewer for a part-time job	A Canadian tourist who visits your home town	Someone you meet at a music festival
C H A R A C T E R I S T I C S	Gender					
	Religion					
	Neighbourhood where you live					
	What sport you play					
	What you like to do most in your spare time					
	Political beliefs					
	Favourite band					
	Favourite football team					
	The name of your school					
	Education/career goals					
	Ethnic background					
	Sexual orientation					
Anything else?						





## Resource 2: National and religious identity

7. Northern Ireland Young Life and Times is an annual attitudinal survey of 16 year olds in NI. The results of the survey can be found at [www.ark.ac.uk/ylt](http://www.ark.ac.uk/ylt). Visit this site and look for the results of the 'Identity' module. View the tables of results of the following three questions:

- NINATID: National Identity
- NATIDIMP: How important is your national identity to you?
- RELIDIMP: How important is your religious identity to you?

2. Discuss the following questions in your group:

- How important did respondents feel their national and religious identity was to them?
- How did males and females differ?
- Was national and religious identity more or less important for Protestants or Catholics? What could be the reasons?
- Do all Protestants feel British and all Catholics, Irish? Is there a Northern Irish identity?
- How do adults in general compare with 16 year olds in their feelings about national identity?
- Are young people more likely to identify with Northern Ireland?
- What could be the reasons for this and what could this mean for the political landscape in Northern Ireland?
- What could be the reasons for this and what could this mean for the conflict in NI?



## Resource 3: **Identity Survey Results**



## Resource 4: Walking debate

These statements were all made by local 16 year olds asked to comment on ethnic diversity in the Northern Ireland Life and Times Survey in 2008. Do you agree or disagree with them?

No.	Walking debate statements	Agree	Unsure	Disagree
1.	Discrimination of any sort is wrong. Migrant workers are here for a better life, they have a right to that.			
2.	Any immigrant coming into another country should integrate themselves into that culture and leave their own behind.			
3.	I find it is a disgrace that they get EMA and I don't just because both my parents work.			
4.	I believe it allows people to make friends from different backgrounds, which I think is important and interesting.			
5.	When they are in our country they should follow Northern Irish rule. No Northern Irish person would go to a foreign country and wear inappropriate clothes if they were told to cover up, so why should immigrants get away with it over here.			
6.	Everyone needs a job to get money to live on and feed their families, so fair play to them.			
7.	If someone born in Northern Ireland were to travel to an Eastern European country, looking for work, I don't believe they would be badly treated.			
8.	I don't have anything against foreign people but I am finding it hard to get a job as they don't need anyone and they mostly have all foreign workers.			
9.	In my experience, migrants don't speak very good English so when the migrant children do to school they struggle a lot because they don't know enough English.			
10.	Now, during the recession, locals accuse migrants of stealing our jobs. They are in reality doing jobs we don't want to do e.g. cleaning, catering etc. We should be grateful for their supply of labour.			
11.	I feel harassed and intimidated when I can't even walk down the street in my local town without someone trying to bombard me with the 'Big Issue' when they clearly don't need the money and nothing is done to stop them from doing this.			
12.	I believe they form an important part of our economy, and by working here, they contribute to providing essential public services.			
13.	I don't think they should be treated any differently than the rest of us. Some people resent them for taking jobs but who would they rather have as their doctor? Someone well suited to the job from an ethnic minority or a person from NI who isn't well qualified.			
14.	I feel they deserve to have jobs as they work for their money, unlike those people on benefits.			