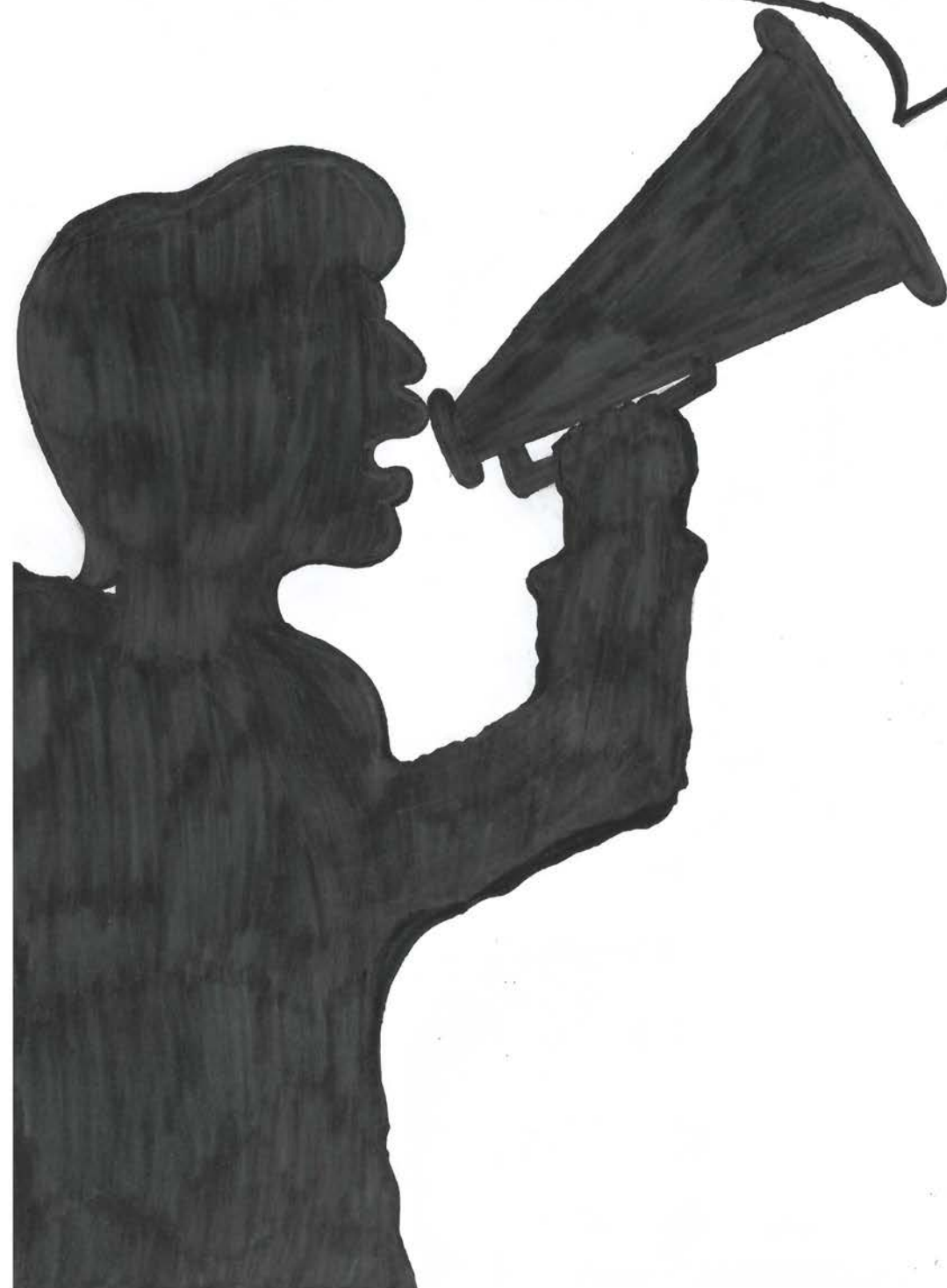


Educating
on
Equality





Tackling Sectarianism – Toolkit

In the period 2015/2016 Central Scotland Regional Equality Council (CSREC) set the goal of making their anti-sectarianism project sustainable. After many days of deliberation it was decided that the best way to achieve this goal was to create a resource pack that can be used in both primary and secondary schools but is easily adaptable and can be used with youth and community groups too. Many weeks were spent on researching available material online and in hard copy. The best of this material was then pulled together, updated and combined with original material created by CSREC in order to create the Tackling Sectarianism Project's Toolkit.

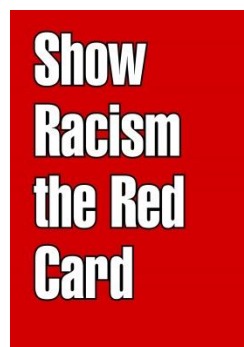
It has already been widely agreed that sectarianism in Scotland is a unique and complex social issue and not simply as easy as one side hates the other or related solely to football. As a result the toolkit has been designed to incorporate a variety of topics and not just sectarianism in an effort to give a better understanding of sectarianism in Central Scotland. The topics covered by the toolkit are:-

- Identity;
- Diversity;
- Prejudice and Stereotypes;
- Equality;
- Influencing Attitudes;
- Human Rights; and
- Discrimination including Sectarianism.

The toolkit is divided into two, the first section is intended for children in the higher end of primary school and the second section aimed at children in S1 to S3. Sessions meet several outcomes of the Curriculum for Excellence; these outcomes are outlined at the beginning of each section. Each comes with teacher notes that outline each session including activities and some PowerPoint slides come with slide notes for extra assistance. The toolkit is easily adaptable which means that lessons can be tailored to meet the needs of each school or group and updated to follow current events. There are also appendices at the back of the booklet that can be printed off for ease but all activities can be done on paper or in jotters. Please note that this material is a starting point for discussions and teachers/facilitators should feel free to create their own extension activities to enhance pupils' learning.

We, at CSREC, hope that this toolkit will be used across the Forth Valley area and these sessions will assist us in our commitment to eliminate discrimination and harassment in Central Scotland, so that everyone has an equal chance to learn, work and live free from prejudice and fear of harassment and violence.

The following individuals and organisations contributed to the making of this resource:



Ashton Hughson

Gillian Currie

Contents Page

Primary School	5
CFE Links	6
Identity	8
Diversity	14
Prejudice and Stereotypes	24
Discrimination	34
Human Rights	40
Influencing Attitudes	48
Secondary School	55
CFE Links	56
Diversity	58
Prejudice and Stereotypes	70
Discrimination	81
Sectarianism	93
Equality	104
Human Rights	114
Influencing Attitudes	129
Appendices	141

Primary School

Curriculum for Excellence Links

This resource pack gives you the opportunity to deliver a variety of experiences and outcomes at the 2nd level within Curriculum for Excellence:

Health and Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for others. **HWB 2-05a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 2-08a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a**

I understand that a wide range of different kinds of friendship and relationships exist. **HWB 2-44a**

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. **HWB 2-44b**

Social Studies

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**

I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**

World Religions – Values and Issues

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. **RME 2-05b**

I am developing respect for others and my understand of their beliefs and values. **RME 2-07a**

Education for Citizenship

Education for citizenship is about developing in learners the ability to take their place in society as responsible, successful, effective and confident citizens both now and in the future. This resource pack contributes to this in the following ways:-

- Encourages pupils to develop an understanding of equality and human rights issues and make links to rights and responsibilities locally, nationally and globally.
- Demonstrates the values of wisdom, justice, compassion and integrity both within and outwith the school community.
- Provides opportunities that foster self-esteem, respect and identity.
- Enables learners to appreciate the values and opinions of others with particular reference to environments and cultures.
- Enables learners to develop empathy.

Identity

Identity - Teacher Notes

This lesson encourages pupils to think about their characteristics and gives them a sense of who they are. This lesson will introduce the different sides to identity, that we are made up of different characteristics although we do have lots in common. It encourages pupils to think about what makes up their own identity and that identities are 'who we are'.

Activity 1, Guess Who (Slide 4)

Using Appendix 1, pupils will complete a profile of themselves (5-10 minutes). Once the sheets are completed collect them in and select one to read out and pupils are to guess who the person is. Repeat this exercise several times. Explain that all clues are characteristics that can be used to identify the person, highlighting that our identities have multiple layers. Click on the link to show the video clip from Shrek.

Activity 2, What Is Your Identity Made Up Of? (Slide 6)

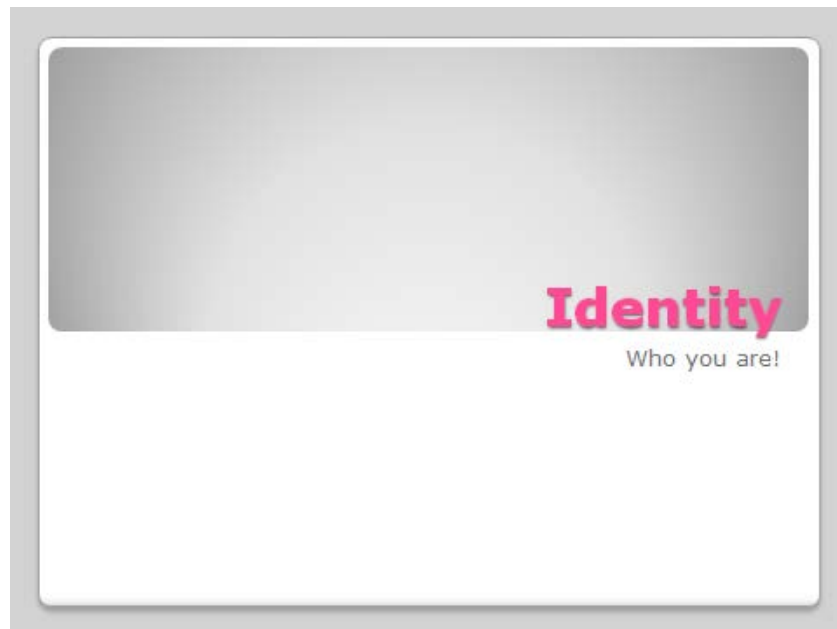
Pupils watch the short video clip on identity. This explains that there are lots of different aspects to our identity and throughout the world you will have similarities and differences but these combinations make you unique, make us who we are.

Please Note – If the link to this video clip does not work enter 'Scholastic One World' into a search engine, the video should be the first link that appears.

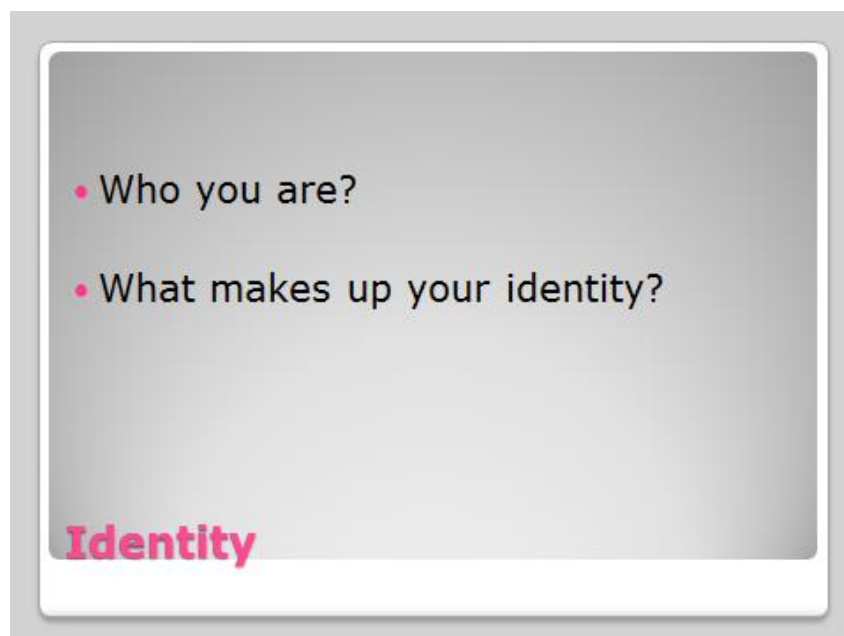
Activity 3, Who are you? (Slide 8)

Using the worksheet at appendix 2, encourage pupils to think about what makes them who they are. It might be useful for the teacher/facilitator to complete their own mind map to show pupils prior to them completing their own. Alternatively, offer pupils prompts (i.e. male/female, sister, Brownie/Cub etc.)

Appendices 1 and 2



Identity
Who you are!



- Who you are?
- What makes up your identity?

Identity



- All humans have some things in common:-
 - They all need food and water to survive
 - They all breathe
 - They all started life off as babies

Lots in Common

- Guess who..
- Complete the following list:-
 - Gender
 - Age
 - Favourite Hobby
 - Favourite TV Programme
 - Favourite Food
 - Hair Colour
 - Nationality
 - First letter of your name
- <https://www.youtube.com/watch?v=GZpcwKEIRCI>

Task

- We all have things that make us different from each other:-
 - Hair colour
 - Height
 - Family

Lots of Differences

- <http://www.scholastic.com/kids/one-world/>

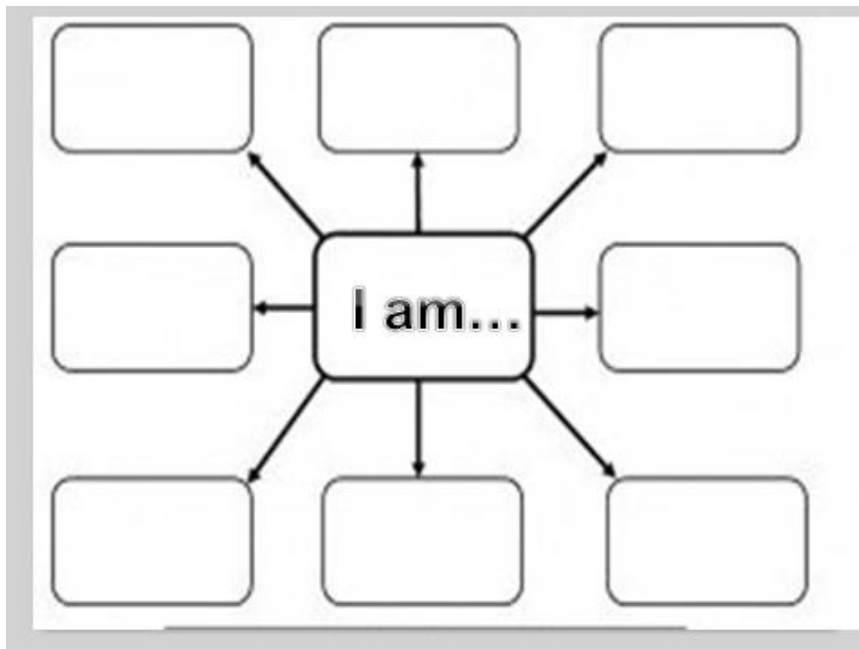
What makes up your identity?

- Traits – Physical & Family
- Personal Preferences – Likes & Dislikes
- Memories – All your past experiences

What makes up your identity?

- Many aspects to your identity
- Your identity develops as you grow up
- Complete the mind map to show who you are.

Identity Map



- All these things make up our identities
- They are what make us different.
- They are what makes us special.

Diversity

Diversity – Teacher Notes

This lesson discusses the UK's diversity and examines how people from around the world influence our culture in a number of ways and stresses the point that with diversity we need to respect difference.

Activity 1, Diversity in Class (Slide 15)

Moving on to look at the diversity in class ask pupils to look around at their classmates and point out some differences.

Activity 2, Differences and Similarities (Slides 16-18)

Working in small groups, pupils examine the differences and similarities that they have. Bring the class back together and ask each of the groups to read out their lists, starting with the similarities. This task should help to further reveal the diversity within the class. Ask the pupils to think about what the class would be like if everyone was the same and discuss why it is important that we have all these differences make life interesting.

Activity 3, Difference of Opinion (Slides 19-22)

Having established that we are all different we now discuss having different opinions. Explain to the class that you are going to ask a series of statements and, whether or not the pupils 'Agree', 'Disagree' or are 'Unsure'. The pupils should raise their hand to show their answer. Stress to the pupils that they have to choose the answer themselves, it does not matter what their classmates think. Once each statement has been read out discuss with the class that although there was a great deal of difference of opinion it does not mean that we cannot all get along.

This task can also help to highlight some prejudiced attitudes present within the class e.g. answers given to 'You should be allowed to live in another country if you want to' compared to 'Anyone who wants to live in the UK should be allowed to.'

Difference and Respect

Diversity

- Freedom gives us the power or right to act, speak, or think as we want!
- It allows us to be individuals and to be who we want to be!



Freedom to be...

- When we have freedom to live and be who we want to be, it results in an interesting mix of people.
- **Diversity** is a mix of things...

Diversity...

World without diversity



World with diversity



Diversity...

World without diversity



World with diversity



Which is more interesting?

World with diversity



More interesting...

- Down to our deepest historic roots, Britain has always been a diverse nation with people arriving here from all over the world!



Diversity in the UK

- As people from around the world arrive in Britain, they all contribute their own ethnic and cultural influence to our society...

Diversity in the UK



A mix of food

- Ethnic and cultural diversity has made our society rich in culture and contributed to our economic, social and democratic development.
- Can you imagine our country without all the amazing food, music, dance, sports, fashion and people that diversity brings?

Ethnic & Cultural diversity

- With **freedom** and **diversity** comes a need to **respect difference!**
- Do you want to live in a world where we can be who we want to be, listen to the music we like, eat the foods we enjoy, dress how we like to dress etc?
- Then we must remember that the person next to us has the freedom and right to do the same.
- And they are likely to be different...

Respecting difference

- Look around the class at your classmates.
- From what you can see, is everyone the same?
- What differences are there?

Diversity in Class

- In groups write a list of the ways that you are **different** from each other and the ways that you are the **same** as each other.

- Examples – Boy/Girl, Religion, Race, Lifestyle

Task

- What things did you have in common with your group?
- Were there any that surprised you?

Look at the similarities...

- Can anyone think of a time when they were treated differently because of these differences?
- Does anyone want to share?
- How do you think it feels to be treated differently because you are different?

Look at the differences...

- I am going to read out some statements.
- You have to decide whether you agree, disagree or are unsure (Raise your hand)
- Now what is **really important** is that you decide this for yourself.

Difference of Opinion - Task

You should be allowed to live in another country if you want to.

Computer games make children and teenagers violent and angry.

Most young people don't respect adults.

Most adults do not respect young people.

The newspapers and TV can unfairly show groups of people.

Anyone who wants to live in the UK should be allowed to.

Calling someone a bad word or nasty name is just a bit of banter and is okay.

Football is just a game and people can support any team they want!

- Did everyone agree on every statement?
- Does it matter that not everyone has the same opinion or thoughts?
- Why is it good to be different and have different opinions?

Discussion

- The UK has a great deal of cultural and ethnic diversity.
- With diversity there is difference and we must respect these differences.
- Difference makes life interesting, it would be boring if we were all the same!

What have we learned?

Prejudice & Stereotypes

Don't Judge a Book by Its Cover – Teacher Notes

This lesson introduces the pupils to the terms 'prejudice' and 'stereotypes' and how people may be treated differently because of our views.

Activity 1, Getting to Know You (Slide 3)

Go round the class/group and ask the pupils to tell you their name, age and favourite band or singer. Choose one of the mentioned bands or singers and tell the class that because you dislike that band/singer you dislike everyone who claimed them as their favourite and these people will not be taking part in the class, instead, they are to go back of the class and face the wall for the length of the less. Discuss with the class whether or not this is a fair way to treat people? Does liking different music mean that we cannot like each other? Move on to the next slide.

Activity 2, Can you tell... (Slides 4-17)

This activity demonstrates to pupils that knowing just one thing/characteristic about someone does not mean we can judge them. Go through each question and accompanying picture.

Eye Colour – Ask pupils to guess age, gender, mood and possibly who it is. Teachers may want to insert pictures of their own eyes as the characters may be easy to guess. Once answers have been exhausted, show the second picture to determine whether or not they were correct.

Gang – This will usually trigger negative feelings as pupils most often associate gangs with bad behaviour.

Wheelchair – Again this can stimulate negative feeling with pupils focusing on what the person cannot do or how they came to be in the wheelchair or how they feel about being in their position.

The aim of this task was to demonstrate that knowing just one characteristic such as eye colour, taste in music or disability does not give you a full understanding of what type of person they are. This leads on to the definition of prejudice and how we pre-judged people during this task.

Activity 3, Stereotypes (Slides 18-22)

This activity gets the pupils to examine stereotypes. In order to enhance their understanding we ask pupils to create their own stereotypes in groups using Appendix 3. During class discussions, ask pupils to read out their stereotypes and ask if the rest of the class if they think the statements are fair. Once all statements have been discussed ask the class whether or not it is fair to stereotype people and if they like to be stereotyped. Before the end of the discussion ensure that the class have understood what a stereotype is.

Appendix 3

Don't Judge a Book By It's Cover

Prejudice and Stereotypes

- What are we going to talk about today?
 - Judging People
 - Prejudice
 - Stereotypes

Introduction

- Name
- Age
- Favourite band/singer.

Getting to know you...

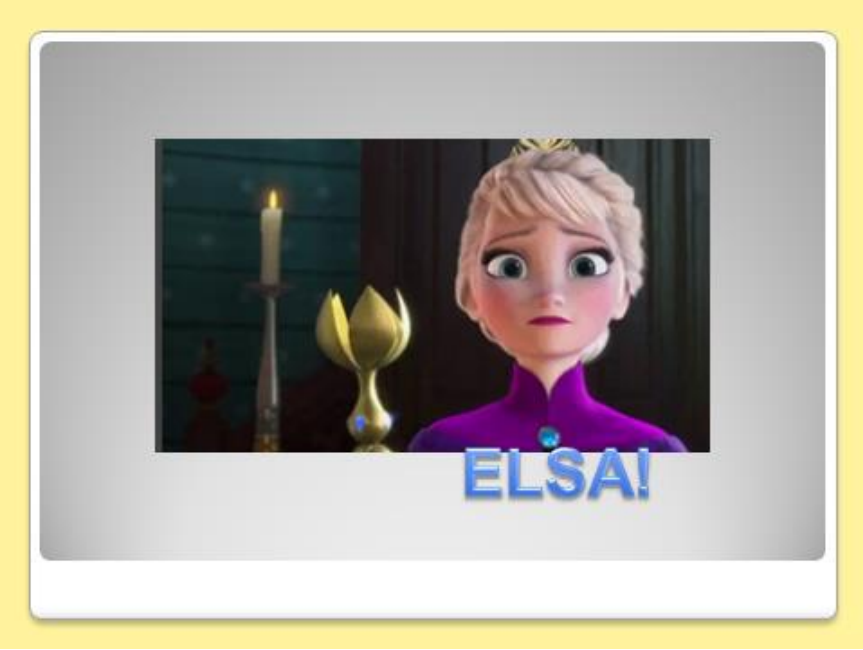


**Can you tell what someone
is like through their taste in
music?**



**Can you tell what someone
is like by the colour of their
eyes?**





Can you tell what someone is like if they are a gang?



**Can you tell what someone
is like if they are in a
wheelchair?**



Baroness Tanni Grey DBE

- You cannot tell what a person is like by knowing just one thing about them.
- Do not judge people on first meeting them.

What did we learn?

- Does anyone know what 'prejudice' means?
 - When you pre-judge someone or something before you know anything about them or it.
 - Do not always see that we are prejudiced.
 - Often do not see that our friends and family are prejudiced and can have an affect on the way that we think and judge people.

Prejudice

- What is a stereotype?
 - An overly simple picture or opinion of a person, group, or thing.
 - An example might be – All English people like to play cricket.

Stereotype

- Sheet with sentences.
- Finish the statements.
- If you get stuck, put your hand up for help.

Task

- All boys are
- All girls are
- All young people are
- All Scottish people are

Task

- All football fans are
- All people who wear glasses are
- All old people are

- What is a stereotype?
- Is it fair to stereotype people? Do you like to be stereotyped?

What did we learn?

- **Prejudice** – to pre-judge someone
- We cannot be prejudiced and make judgements about someone before getting to know them better.
- **Stereotype** – having an overly simple picture or opinion that we have of a person, group or thing.
- It is not fair to be prejudiced or to stereotype people and we do not like it if people stereotype or judge us!

What have we learned?

Discrimination

Discrimination – Teacher Notes

This lesson introduces pupils to the concept of discrimination, specifically racism and sectarianism through class games, discussion and a video clip.

Activity 1, Class Game (Slide 4) Optional

This is an optional game; teachers can choose any other game which provides the same message.

Pupils are split into four groups and each group is given a number. For the duration of the game the pupils and staff are to act according to their group traits. You may want to give the pupils a copy of the worksheet at Appendix 4 for reference throughout the duration of the game. Once the task has run its course ask the class if they liked to be treated differently, compare the feelings of the different groups. Did anyone feel sorry for the other groups? Ask the class which group was being discriminated against and by whom?

Activity 2, Pinheads (Slide 6)

The video, The Girl with the Pinhead Parents, looks at discrimination as the girl realises that her parents believe they are better than other groups and discriminate against these other groups. Discuss the clip with the pupils to ensure they have understood the clip and give them the chance to discuss how the clip made them feel and whether or not they felt sorry for anyone that featured in the clip.

Activity 3, Racism and Sectarianism (Slides 7-12)

The following slides tie in to previous learning and outline a definition of racism and sectarianism. Discuss these terms with the class over the following slides.

Appendix 4

Discrimination

- Discrimination is when a person is treated unfairly because they are a member of a particular group.
- Discrimination can take a variety of forms and occurs for many different reasons. For children, they are most likely to discriminate because of the prejudiced attitudes they may hold.

Discrimination

- Examples of discrimination:-
 - Making fun of a deaf child because it is thought that she is thick and stupid
 - Not playing with a Traveller child because it is thought that they are smelly and dirty
 - Not allowing girls to play football because you think that girls are not good football players

Discrimination

- Group 1 – People in this group are dirty looking and smelly, they sit at the back of the class away from everyone else so the other groups don't need to be near them! Only people in Group 2 take the time to talk to them. Even teachers ignore them!
- Group 2 – People in this group are quiet, kind and shy. They are seen as different by the other groups because they have pink hair and orange eyes. They keep to themselves but are friendly to anyone who takes the time to speak to them.
- Group 3 – People in this group are the smartest, funniest, most beautiful and are always given the best treatment by teachers because they are so awesome!
- Group 4 – People in this group dislike all other groups. They are mean and nasty and do not speak to anyone who is not a '4'.

Class Game

- What is racism?
 - Treating someone differently, unfairly or in a hateful way because of their race, culture, background or where they are from.
- What is sectarianism?
 - Treating someone differently, unfairly or in a hateful way because of their religion or what people think is their religion.

Racism & Sectarianism

<https://www.youtube.com/watch?v=ScL6QNVDnTY>

Video Clip

- Can include:-
 - Written or verbal insults
 - Threats
 - Graffiti
 - Damage to property
 - Attacks to the person

Racism & Sectarianism

- Threatened or scared of someone who is different.
- Family think and act like that so they think it is okay to do the same.
- They might have been picked on themselves.
- Any other reasons?

Why?

- Who is affected by racism and sectarianism?
 - Anyone!
 - You could be the victim.
 - You could be offended even if you are not the victim.

Who?

- Believing that people from a particular race, culture, background or religion all act in the same way.

- Example

- All black people are good at sports;
- All Muslims are terrorists; or
- All French people eat frog's legs!

Racial/Sectarian Stereotypes

- NO!

- Wrong
- Hurtful
- Offensive
- Not funny!

Is it a joke?

- What is discrimination?
 - When a person is treated unfairly because they are a member of a particular group.
 - How did it feel to be discriminated against in the class game?
- What is racism?
 - Treating someone differently, unfairly or in a hateful way because of their race, culture, background or where they are from.
- What is sectarianism?
 - Treating someone differently, unfairly or in a hateful way because of their religion or what people think is their religion.

Summary

Human Rights

Activity 1, Rights of the Child (Slide 17)

This lesson provides an introduction to human rights, how they came about, why we need them and introduces the UN Convention on the Rights of the Child.

Activity 1, Rights of the Child (Slide 17)

In groups, the pupils should create a child/character. They will choose the following characteristics:

- Gender
- Age
- Name
- Who they live with/family situation
- Where do they live (type of property and location)
- Pets, hobbies etc.

When introducing this activity it may be better to suggest that the children they create are of similar age to them to make the task more relatable.

Activity 2, Rights of the Child continued (Slides 18-21)

The object of this task is to demonstrate that some children may have more difficulty than others in achieving their rights and for a number of reasons, for example, if a child lives in a city it may be difficult or unsafe for them to go out to meet friends or if a child's parents do not have any knowledge of different religions or are strongly connected to a religion they may not be able or willing to help a child decide which religion is best for them.

Appendix 5

Human Rights

Freedom is a word we all know but can take for granted.

What is freedom?

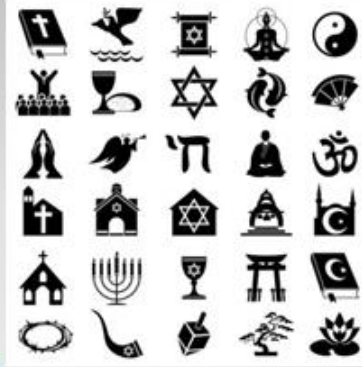
Freedom

Having your own taste in music?



Freedom is...
(or is not?)

Being told you can't choose your own religion?



Freedom is...
(or is not?)

Choosing a career that interests you?



Freedom is...
(or is not?)

Saying what you think?



Freedom is...
(or is not?)

Being refused an education?



**Freedom is...
(or is not?)**

Choosing your own relationship?



**Freedom is...
(or is not?)**

Having your house taken away?



**Freedom is...
(or is not?)**

- The freedoms that you enjoy are all **human rights!**
- Human rights are the basic **freedoms and rights** that belong to **every human being!**



Human rights

- Some of your human rights include:
 - Freedom from torture and very cruel treatment (Article 3)
 - The right to liberty and security (Article 5)
 - The right to have your own thoughts, religion & beliefs (Article 9)
 - Freedom of expression and opinions (Article 10)
 - The right to meet people and gather in public places (Article 11)
 - The right to an education (Article 2 of Protocol 1)
 - The right to vote in elections once you reach the voting age (Article 3 of Protocol 1)

Human Rights Act 1998

- As well as the Human Rights Act 1998 there is also the UN Convention on the Rights of the Child.
- This sets out the rights that every child should have or be able to do.
- These rights include:-
 - **The right to education**
 - **The right to privacy**
 - **The right to food, clothing and a safe place to live**
 - <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

The UN Convention on the Rights of the Child

- In groups, create a child. You decide:-
 - Boy/Girl
 - Name
 - Age
 - Family/Who do they live with?
 - Where do they live?
 - Pets?
 - Hobbies?

Rights of the Child - Task

- Article 14 – Freedom of thought, belief and religion
 - You have the right to choose your own religion and beliefs. Your parents should help you decided what is right and wrong and what is best for you.



Rights of the Child - Task

- Article 16 – Right to Privacy
 - You have the right to privacy.



Rights of the Child - Task

- Article 28 – Right to Education
 - You have the right to a good quality education.



Rights of the Child - Task

- Article 15 – Freedom of Association
 - You have the right to choose your own friends and join or set up groups, as long as it is safe to do so.



Rights of the Child - Task

- Human rights help to ensure every human being has the **freedom** to grow to their **potential**.
- When everyone's human rights are protected and balanced, it helps everyone to get along.
- At school we **respect** every student's human rights and believe in helping every student to **achieve their potential**.
- It's important to always try your best at school and to respect each other so you can help to create a **positive learning environment** where **everyone has an equal chance to reach their potential!**

Reach your potential

Influencing Attitudes

Influencing Attitudes and Making Change – Teacher Notes

The overall aim of this lesson is to allow pupils to begin to examine the ways in which people are influenced, their own influences and how these can be both negative and positive. The lesson then goes on to discuss who is responsible for change in our society.

Activity 1, The Power of Advertising (Slides 3-4)

The aim of this activity is to introduce the idea that the media and advertising can influence us. It will also begin discussion on what other things or people can influence us.

Activity 2, Two Minute Challenge (Slide 5)

In pairs, pupils should list as many things as they can that influence people to think or do something. Once the two minutes is up go round each pair to hear the answers (write down each item from the list on whiteboard or similar). If necessary prompt pupils to bring about answers that may have been missed (adverts, TV shows, music, celebrities, parents, siblings, teachers and so on).

Activity 3, Circle of Influence (Slides 6-9)

The purpose of this activity is to get pupils thinking about the things that influence them. Pupils are asked to complete the Circle of Influence worksheet (Appendix 6) by writing down their influencers with placement depending on how much of an influence each one is. It may be useful for the teacher to complete their own Circle of Influence to demonstrate to pupils.

Inner Circle – Key Influencers should be placed here. This would be for people that the child sees every day and is close or has a big impact on their life.

Middle Circle – Secondary Influencers should be placed here. These influences will still be fairly strong and can include people such as friends and teachers.

Outer Circle – These influences have less of an impact but still enough to be noted. They tend to be from wider society for example celebrities and sport stars.

Once the pupils have completed their circle discuss who or what their influences are, are they good or bad, how strong is each influence. Moving on to discuss that sometimes influences can be incorrect and while we understand the importance of treating people fairly and equally, others may not feel the same way. This leads on to the next activity.

Activity 4, Who is Responsible? (Slides 10-12)

The aim of this task is to get pupils thinking about who is responsible for creating change and promoting a more equal world. In groups, pupils look at the list provided (Appendix 7) and decide who is responsible for change. Once complete, the groups will feedback to the rest of the class for discussion and find out if there were any additions to the list. Ask the groups why they put them in that order. Finally, explain to the class that everyone on that list is responsible for creating a fairer and more equal world.

Activity 5, Charter for Change (Slide 13)

Having discussed influences and responsibility for change, pupils will not examine the things that can be done to make a change. Pupils will begin by first writing down something that they themselves can do before moving on to look at what can be done nationally. All ideas can be pulled together to make a Charter for Change to be displayed in the class/school.

Appendices 6 and 7

Workshop 6 – Influencing Attitudes

Influencing Attitudes & Making Change

- Many things can influence our attitudes; in good and bad ways.
- We will be looking at how the media and other things can have a powerful influence on our attitudes.
- We will also discuss why it's important to make our own informed opinions, based on good understanding and fact.

Influencing Attitudes

- Many things can influence our attitudes; in good and bad ways.
- We will be looking at how the media and other things can have a powerful influence on our attitudes.
- We will also discuss why it's important to make our own informed opinions, based on good understanding and fact.

Influencing Attitudes

- Play the Coke advert:
<http://www.youtube.com/watch?v=2msbfN81Gm0>



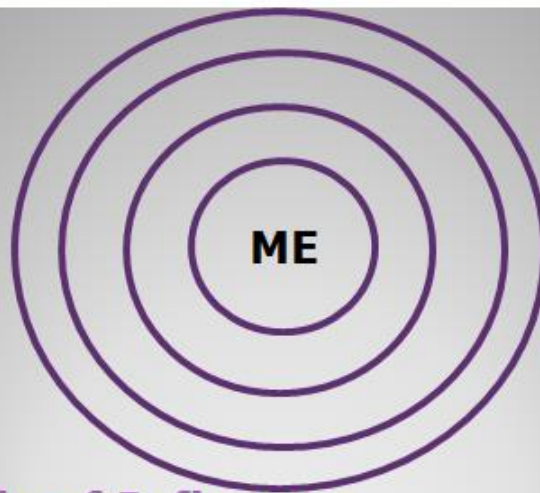
The Power of Advertising

- This advert from the 1970s was the catalyst for Coke going global and becoming the most popular soft drink ever!
- If Pepsi had made a better advert first, they may have been the top seller.
 - Why do you think it influenced so many people?
 - How does advertising impact on our attitudes and choices?
 - So is advertising a good or bad thing?
- Think about adverts on T.V. just now, do they make you want to buy what they are selling?

The Power of Advertising

- In pairs, list as many things as you can that influence people to think or do something.
- We will go around each pair, and no repetition is allowed.
- Who will come up with the most?

Two Minute Challenge



Circle of Influence

- What/who influences your attitudes the most?
- Do they influence your attitudes for good or bad?
- How much do you decide based on your own attitudes and opinions?

Circle of Influence

- There are many things that can influence our attitudes towards other people and things.
- The people influencing us are not always correct.
- This is why it is very important to get to know people and make up our own minds instead of being influenced by others.

Circle of Influence

- We have discovered in other lessons how important it is for everyone to be treated fairly and equally. Treat people how you would like to be treated.
- However, not everyone thinks the same way as we do.

Circle of Influence

- Who is responsible for creating change and promoting a more equal world?
- In groups, look at the list and decide who is responsible and then put them in order of most responsible.

Who is Responsible?

- Police
- Teachers
- Politicians
- Schools
- Parents
- Young People
- Media
- Sports People
- Popstars
- Celebrities
- Is there anyone else that you think should be on the list?

Who is Responsible?

- Feedback to the class.
- Read out your list of who you thought was most responsible for change right down to who is least responsible.
- Was there anyone else that you added to the list?

Who is Responsible?

- In groups, with paper and pens, write down the things that you can do personally to begin to make Scotland a more equal society.
- After that, write down the things that can be done nationally.
- Taking these into account, as a whole class, create a 'Charter for Change' that will state the steps that your class will take to increase equality.

Charter for Change

- There are many things that influence our attitudes and thoughts from adverts on TV to the people around us.
- The things that influence us are not always correct and sometimes negative influence can have an impact on us.
- In order to combat negative attitudes we all have to work together.

Conclusion

Secondary School

Curriculum for Excellence Links

This resource pack gives you the opportunity to deliver a variety of experiences and outcomes at the 3rd level within Curriculum for Excellence:

Health and Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for others. **HWB 3-05a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 3-08a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 3-10a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a**

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 3-14a**

I recognise that power can exist within relationships and be used positively as well as negatively. **HWB 3-45a**

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. **HWB 3-46b**

Social Studies

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. **SOC 3-17b**

World Religions – Values and Issues

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a**

Education for Citizenship

Education for citizenship is about developing in learners the ability to take their place in society as responsible, successful, effective and confident citizens both now and in the future. This resource pack contributes to this in the following ways:-

- Encourages pupils to develop an understanding of equality and human rights issues and make links to rights and responsibilities locally, nationally and globally.
- Demonstrates the values of wisdom, justice, compassion and integrity both within and outwith the school community.
- Provides opportunities that foster self-esteem, respect and identity.
- Enables learners to appreciate the values and opinions of others with particular reference to environments and cultures.
- Enables learners to develop empathy.

Diversity

This lesson explores diversity in the UK by examining the ways in which different nationalities and cultures contribute to our life. This lesson will begin by briefly discussing immigration and refugees with the aim of dispelling some of the myths surrounding this topic.

Activity 1, Your Views (Slides 2-8)

Pupils are asked to write down their answers to five multiple choice questions. Once all questions have been answered, read out questions and ask pupils to raise their hand when their answer is read out. The aim of this is to show the diversity within the class. Ask the pupils what it would be like if everyone had given the same answer for each question.

Celebrating Diversity (Slides 9-28)

The next section of this lesson introduces immigration to the UK, history of immigration to the UK, tackles myths associated with immigration and concludes by demonstrating the positive effect that immigration can have on the country.

Activity 2, Immigration to the UK (Slide 10)

On this slide there is a map of the world with arrows pointing to the UK. Ask pupils to guess what these arrows show. Reveal that they are for immigration to the UK.

Activity 3, What is a refugee? (Slide 12)

In small groups pupils should write down their definition of refugee and the words that they would associate with this term. Ask each group to read out their definition and associated words. Discuss whether these are positive or negative, how varied are the definitions across the class. Reveal the definition and discuss how close (or not) the class were.

Activity 4, Finishing Up

After having worked through this lesson ask pupils to take two minutes to list things that are important to them and which of these things are influenced by or come from another country. This is to enhance the understanding among the pupils of the extent of cultural influence.

Diversity

Your views

- * On paper, list numbers 1 - 5
- * As each question is revealed, choose your answer and write it down
- * Do not discuss your answers

Question 1

- * What is your favourite food?
 - a) Sunday roast
 - b) Korma
 - c) Sweet and Sour Chicken
 - d) Pizza
 - e) Carbonara

Question 2

* Which of these sports do you like the most?

- a) Football
- b) Rugby
- c) Tennis
- d) Skiing
- e) Running

Question 3

* Which style of music do you like most?

- a) Pop
- b) Hip Hop
- c) Heavy Metal
- d) Dance
- e) Jazz

Question 4

* What is your favourite colour?

- a) Black
- b) Yellow
- c) Green
- d) Blue
- e) Pink

Question 5

- * Which of the following statements do you agree with most?
 - a) It is wrong to talk about people behind their back
 - b) Everyone is born equal
 - c) It is important to protect the environment
 - d) I believe in God
 - e) I do not believe in God

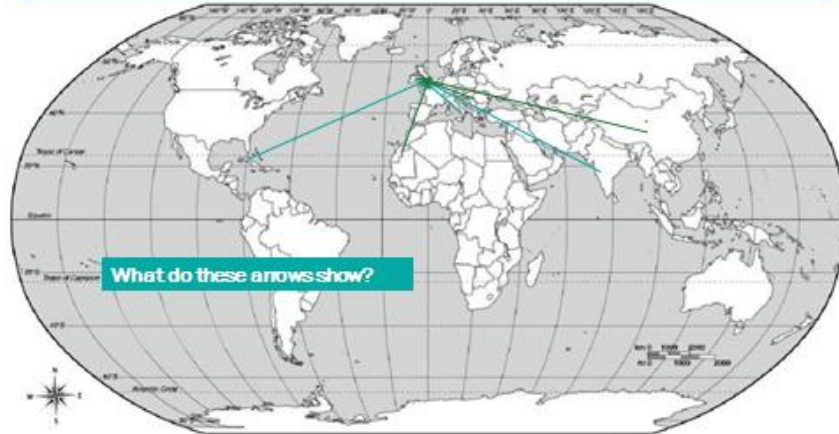
Show of Hands

- * Going through the questions now, raise your hand when your answer is read out.
- * Are the views of the group different?

What is diversity?

- * Diversity is a range of different things.
- * We are going to examine the diversity in the United Kingdom.

What do these arrows show?



Diversity in Britain

1840 Many people came to the UK to escape a terrible famine in Ireland.

Immigrants to arrive from and around the


the Second many me to Eastern

1555-1833: and Afro-Caribbean people arrived because of Britain's involvement in the slave trade.

Dr. Romans bringing the people with in North Africa.

A few hundred years later they returned to Italy leaving those who wished to stay.

Forwards: Indians and Chinese arrived during the height of Britain's Empire and with far off



What is a refugee?

- * In groups, write down how you would define the word 'refugee'
- * Write down words that you associate with the word 'refugee'

Refugee - Definition

A person who has been forced to leave their country in order to escape war, persecution or natural disaster.

Immigration

*The action of coming to live permanently in a foreign country.



Myths

- * Immigrants are able to jump the housing queue.
- * Asylum seekers come here to take advantage of our benefits system.
- * The majority of new jobs go to immigrants.
- * We are being flooded with immigrants.
- * Immigrants do not positively contribute to the UK.

What the media don't say...

- * Economic gains
- * Increase in cultural diversity
- * Younger workforce
- * Skilled workers

Diversity of the UK

- * Britain, down to its deepest roots, has always been a diverse nation.
- * Our diversity is a result of invasion, expansion, empire and Commonwealth, and being a safe haven for people fleeing danger.
- * For over 2000 years people have arrived in Britain, contributing their own cultural influence.
- * The previous map shows just some of them!



Diversity of the UK

- * Much of our diversity comes from the British Empire, which at its height governed over one quarter of the world's population – that's 458 million people!
- * After the British Empire collapsed, people from the Commonwealth migrated to Britain, and countries such as the Caribbean and India were invited to help strengthen our workforce.



Diversity of the UK

- * Today, people continue to move all around the world.
- * The expansion of the European Union has seen a number of Europeans come to the UK in recent years.
- * Our current population of over **60 million people** includes a mix of people from different **racial, religious and cultural** backgrounds.
- * The 2001 Census shows that about 7.9% of the population are from minority ethnic backgrounds.

So what mix of culture does this mix of people bring to our country?

A mix of food



Our cultural life

- * Ethnic diversity has made our society rich in culture and contributed to our economic, social and democratic development.
- * Everything in modern Britain – from music and fashion to food and language – has been influenced by different ethnic communities, cultures and social groups...



Our cultural life

- * British young people set the fashion trends worldwide by combining a unique mix of ethnic styles.



Our cultural life

- * British music combines influences from all over the world. Some of our most successful musicians are from ethnic minority groups.



Our cultural life

- * Sportsmen and women from ethnic minority groups have made huge contributions to our sporting success and achieved world class status.



Summary

- * We have discussed immigration and refugees:
 - * Why they come to Britain
 - * The truth behind the headlines
- * We have learned how much these different nationalities make our country diverse and have contributed to our culture.

Prejudice & Stereotypes

Prejudice and Stereotypes – Teacher Notes

This lesson aims to reveal prejudicial and stereotypical views within the class. Pupils will then move on to examine stereotypes and how it feels to be labelled.

Activity 1, Choose Your Apprentice (Slides 2-10)

The aim of this activity is to subtly reveal some prejudicial thinking and stereotyping within the class. Give students the six name cards (Appendix 1) or have students write the names down on a sheet of paper. The pupils are to act as an entrepreneur and will be hiring an engineer to set up life on the moon. Each time new information is revealed pupils have to 'fire' someone. The final slide reveals each person's qualifications. Discuss their choices, highlight any prejudice and stereotypes and conclude by stating that you cannot prejudge on such little information.

Activity 2, Gender Stereotypes (Slides 11-18)

Using the film, Billy Elliot, to explore gender stereotypes and exploring pupils' own attitudes towards a boy learning ballet. Moving on, pupils work in pairs and introduce themselves to each other as stereotypical boys or girls and discussing the problems with these labels.

Activity 3, Labelling Teens (Slides 19 & 20)

Again, working in pairs (or small groups if preferred) pupils create stereotypical views of teens, moving on to discuss whether or not this is fair and how it feels to be labelled in a certain way.

Activity 4, Challenging Stereotypes (Slides 21 & 22)

Pupils should now have an awareness of what it feels like to be stereotyped so will now go on to explore the negative side effects of labelling others. Working in pairs pupils should review the statements on the slide and explain how it might make people feel to be labelled in that way. Each pair should choose three statements to review and feedback to the class.

Activity 5, Prejudice in the News (Slides 23-25)

Using the worksheet at Appendix 2, pupils work together in groups to review the news articles and highlight any prejudicial views and discuss the negative consequences of these attitudes.

Appendices 8 & 9

Prejudice and Stereotypes

Choose your apprentice

- * You are an entrepreneur, like Alan Sugar on The Apprentice.
- * You need to 'hire' an engineer to set up life on the moon!
- * It's a big, challenging job that will make history.
- * It needs the right apprentice - someone with resilience, determination, engineering expertise and great people skills!



Choose your apprentice

- * Line up the cards in front of you - that is your apprentice line up.
- * Each time I reveal a layer of information about each apprentice, you need to 'fire' one person by removing them from your line up.
- * **Who will you 'fire' and 'hire'?**

Choose your apprentice

The apprentices...

Fire one now so you have six remaining

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
-----	---------	-------	-------	---------	--------	--------

Choose your apprentice

Fire one now so you have five remaining

Ali Abdul Murphy	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
---------------------	-------------------	----------------	-------------------	--------------------	----------------	------------------








Choose your apprentice

Fire one now so you have four remaining

Ali Abdul Murphy	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
↓	↓	↓	↓	↓	↓	↓
						








Choose your apprentice

Fire one now so you have three remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Straight	Gay	Lesbian	Straight	Straight	Straight	Straight








Choose your apprentice

Fire one now so you have two remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Physically fit but wears glasses	Physically and mentally fit	Physically fit and mentally fit	Physically disabled, mentally fit	Physically and mentally fit	Pregnant, physically & mentally fit	Physically fit but suffers anxiety

Choose your apprentice

Fire one now so you have one remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Ex-Army	Entrepreneur / business man	Firewoman	Doctor of engineering	Engineer and project manager	Army engineering officer	Engineer graduate

Who was your choice?

- * What choice did you make?
- * Are you pleased with your hired apprentice?
- * Would you have made a different decision if you had the qualifications information first?
- * What is wrong with judging people with such little information?
- * What do you think influenced your decisions?
- * Do you think people often judge people like this in our everyday life?
- * What could be the consequences of pre-judging people?

Stereotypes and prejudice

- * It is wrong to judge people based on their identity and can have negative consequences.
- * This lesson we will be exploring stereotypes and prejudice.
- * Today's lesson outcomes:
 - * Understand that people have negative attitudes and what is meant by prejudice and stereotypes.
 - * Be able to recognise my own and others stereotypical and prejudicial attitudes.
 - * Be aware of the negative consequences of prejudice and stereotypes.

Stereotypes and prejudice

- * How would you define or explain stereotypes and prejudice?

Stereotypes: thinking all people who belong to a certain group are the same and labelling them, for example all young people who wear hoodies are thugs.

Prejudice: judging someone without knowing them, on the basis of what they look like or what group they belong to, for example all black people are good dancers.

What is your reaction to this?



Does this seem better?



What is your reaction?



* Billy Elliot was a boy who had a passion and gift for ballet, but he was forbidden to practice because it was for 'girls'. He pursued his passion and became a successful ballet dancer, dancing in Swan Lake.

Gender stereotypes

- * Why does Billy Elliot's family not like him doing ballet?
- * Where does his family's attitudes come from?
- * Are there certain sports that are for girls and others for boys?
- * Is it fair that some things are labelled as girls or boys?

Gender stereotypes

- * Working in pairs, introduce yourself to your partner as a stereotypical girl or boy by completing these statements:
 - * My favourite colour is...
 - * My favourite sport is...
 - * My favourite thing is...
 - * I wear...
 - * When I grow up I want to be...

Gender stereotypes

- * What statements did you make?
- * Was it easy to think of stereotypical labels?
- * How do you feel being labelled in this way?
- * What could be the problem with being labelled in this way?

Labelling teenagers

Consider:

- * How do you think adults, society and the media label teenagers?
- * Do different groups of young people get labelled in different ways?
- * What prejudiced attitudes or behaviour could this lead to?

Working in pairs:

- * Create a stereotypical image of teenagers or a group of young people.
- * Decide whether this is fair or not?
- * Explain the consequences of this label.

Challenging stereotypes

- * Working in pairs, review the statements on the following slide which are all stereotypes.
- * Take it in turns to explain how you think each statement would make a person from that group feel:
 - * how the statement makes them feel
 - * why it isn't true or fair to label all people like that.
- * Choose three statements each.

Challenging stereotypes

Statements:

1. All gay men are weird
2. The woman's place is in the home
3. All black people are good at sports
4. You have to talk slowly to a disabled person
5. All kids are lazy
6. Blonde women are stupid
7. Elderly people are frail and boring
8. Boys in hoodies are violent
9. Immigrants are scroungers
10. All Muslims are terrorists

Prejudice in the news

- * Read the news extracts on the worksheets.
- * Highlight any evidence of prejudiced attitudes.
- * Write down:
 - * What is the prejudiced attitude?
 - * Who is the prejudice directed towards?



Prejudice in the news

- * What prejudicial views did you read about?
- * How would the prejudiced attitude impact on the individual and group of people?
- * Are these prejudiced attitudes based on any stereotypes? What labels are being made?
- * How would you feel to be treated in this way?
- * If people respected each other's differences, would they have the same attitudes?

Prejudice in news

	What is the prejudiced attitude?	Who is the prejudice directed towards?
News extract 1	Gay people are different / hate towards gay people	James Parke and gay people
News extract 2	Indian people have funny accents and skin colour and eat funny food	Shilpa Shetty and Indian people
News extract 3	Women don't know the offside rule or understand football	Sian Massey and women

What have we learnt?

- * That people have negative attitudes and what is meant by prejudice and stereotypes.
- * To be able to recognise my own and others stereotypical and prejudicial attitudes.
- * To be aware of the negative consequences of prejudice and stereotypes.

Discrimination

Discrimination – Teacher Notes

The aim of this lesson is to get pupils to think about the different types of discrimination, first examining historical acts of genocide and moving on to define discrimination.

Slide 2 shows:-

1. Racist signage
2. Holocaust victims
3. Gay pride march
4. Suffragette being arrested

Genocide, Slides 5-7

These slides discuss historical acts of genocide with the aim of highlighting that these people lost their lives as a result of prejudice and discrimination. Slide 7 shows the Pyramid of Hate and its various stages, to give this context these stages can be read alongside the information provided at Appendix 10.

Defining Discrimination, Slides 8 – 24

In pairs, pupils should list as many forms of discrimination as they can and will be asked to read them out. Pupils will then be given the 'Defining Discrimination' worksheet (Appendix 11) and will be given time to create a definition of the different types of discrimination. Once the pupils have completed each definition the class will come back together to discuss their definitions before moving on to look at the definitions given on the slides.

Slide 26

Class discussion about bullying and whether or not it is fair to be bullied because of who you are. The teacher can take this opportunity to play a game with the class which involves treating certain class members differently because of a certain characteristic, because of 'who they are' (alternatively the lesson could be introduced with this game).

Bullying Behaviour, Slides 27 & 28

These slides encourage pupils to think about their own behaviour, the consequences of that behaviour and possible changes to that behaviour including speaking out against bullying.

Read the story at Appendix 12 to demonstrate how one small act of kindness can change someone's life.

Appendices 10-12

Discrimination

What do you think we are going to learn about?



Discrimination

- * Today's learning outcomes:
 - * Understand that some people are treated unfairly because of their characteristics.
 - * Understand what is meant by discrimination.
 - * Be able to identify negative and discriminatory behaviour.

Discrimination

- * It is wrong to treat anyone unfairly just because they are different or because they have a certain identity
- * .
- * We are going to explore how some people are treated unfairly, and will learn what is meant by discrimination.

- * Can anyone explain discrimination?

Discrimination is the unfair treatment of groups of people with particular characteristics e.g. race, religion, gender etc.

What are these shocking facts about?

800,000
people killed
in just 100
days

Rwanda
genocide
1994

At least 11million
people killed

Nazi Germany
Holocaust
1933-45

At least
1.4million
people killed
Cambodia
genocide
1976-78

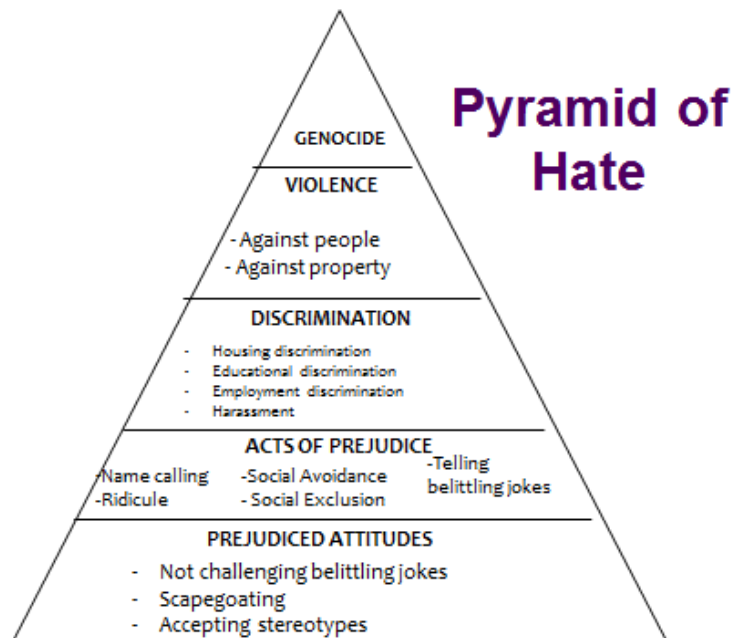
At least 9,000
Muslim men and
boys murdered

Bosnian
genocide
1995

Why were these
people killed?

Why were these people killed?

- * In all cases, the Government held extremely prejudicial views towards particular groups of people.
- * They committed appalling acts of murder, intending to wipe these groups out of existence.
- * This deliberate destruction, in whole or part, of an ethnic, racial, religious or national group is called genocide.
- * Unfortunately, genocide continues to be a threat to societies around the world.
- * Genocide is an extreme example of how prejudicial attitudes can lead to appalling acts of discrimination.



Two minute challenge

- * In pairs, list as many forms of discrimination as you can.
- * Think about forms of discrimination that people experience here every day and around the world.
- * What do you hear about in the news?
- * We will share as a class but you can't repeat anyone's suggestions so think of as many as you can.

Defining discrimination

- * Each group will receive a print out with these on:
 - * Racism
 - * Ageism
 - * Sexism
 - * Homophobia
 - * Transphobia
 - * Discrimination on the grounds of disability
 - * Discrimination on the grounds of religion and belief
 - * Discrimination on the grounds of pregnancy and maternity
- * Take one print out each, and use words, imagery and examples to create a definition of that type of discrimination.
- * I will tell you when time is up, then pass your print out to your partner and repeat.

Racism

Defining discrimination

Racism

- * Treating someone unfairly because of their race, colour, nationality, ethnic or national origins.
- * For example, not letting someone join a group because of their accent or skin colour.



Ageism

Defining discrimination

Ageism

- * Treating someone unfairly because of their age or the age you think they are.
- * For example, calling an elderly person offensive names about their age.



Sexism

Defining discrimination

Sexism

- * Treating someone unfairly because of their gender. Men, women and transsexuals can all experience sexism.
- * For example, discouraging a girl to do an apprenticeship in plumbing because it is a 'boys job'. This is not true or fair.



Homophobia

Defining discrimination

Homophobia

- * Treating someone unfairly because they are gay, lesbian or bisexual, or you think they have this sexual orientation.
- * For example, physically harassing someone because they are gay or you think they are gay.

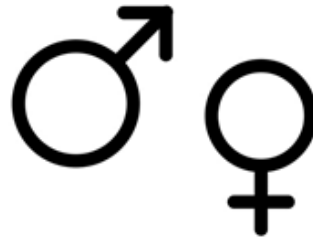


Transphobia

Defining discrimination

Transphobia

- * Treating someone unfairly because they are transsexual or because you think they are transsexual. Trans (or Transgender) is when someone's gender identity differs from their birth sex.
- * For example, bullying someone because they are transgender or you think they are.



Discrimination because of disability

Defining discrimination

Discrimination because of disability

- * Treating someone unfairly because they have a disability or because you think they have a disability.
- * The Equality Act 2010 says a disabled person is someone with 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.
- * For example, a school refuses to provide a disabled young person with the resources they need to learn.

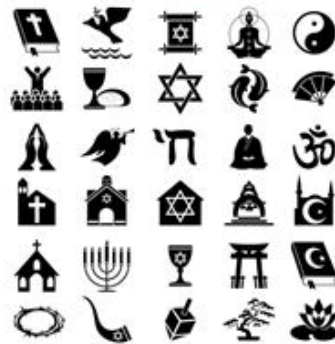


Discrimination because of religion and belief

Defining discrimination

Discrimination because of religion or belief

- * Treating someone unfairly because they are a different religion or hold different beliefs, or because they have no religious beliefs. Or because someone thinks you have certain beliefs when actually you do not.
- * For example, telling someone that their religion is stupid and excluding them from activities.



Discrimination because of pregnancy and maternity

Defining Discrimination

- * If someone is treated unfairly because they're pregnant, breastfeeding or because they've recently given birth, they may have been discriminated against. The Equality Act 2010 calls this pregnancy and maternity discrimination. If you've been discriminated against, you may be able to do something about it.



Discrimination

- * Discrimination is treating someone unfairly, because of their identity.
- * So, it is treating them unfairly because of **'what they are'** - black, white, gay, Muslim, Christian, male, female etc.
- * They don't even know them, but they hate them.
- * We are all born different, so is it fair to hate someone, just because of **'what they are'**?

Bullying

- * In schools, bullying is a common form of discrimination.
- * Right now hundreds of thousands of children around the country are being made to feel scared, humiliated, sad, lonely, physically hurt, anxious and more.
- * That is because another person thinks that just because of **'who they are'**, they deserve to be bullied.

- * **Is this fair?**

Discrimination is wrong

- * It is important you think about your own behaviour:
 - * Are you treating someone unfairly? Why?
 - * What are the consequences of your action?
 - * How are you making them feel?
 - * Is there a better way that you can act so you aren't discriminating?
- * If you are experiencing discrimination or observe someone being treated unfairly, it is important to speak out.

Respect difference

- * It is important to understand people's differences and celebrate these things. The world would be a boring place if we were all the same!
- * It is also important to recognise the ways that we are all the same.
- * We are all human and everyone has the right to be treated equally.
- * No one likes to be treated badly, so it is important to treat others how you want to be treated.
- * When we all respect each other's differences, we can all get along and be much happier.

What have we learnt?

- ✓ That some people are treated unfairly because of their characteristics.
- ✓ What discrimination means.
- ✓ To be able to identify negative and discriminatory behaviour.

Sectarianism

Sectarianism – Teacher Notes

The aim of this lesson is to raise awareness and understanding of sectarianism in Central Scotland, what it is and how it can impact on individuals and communities.

What is sectarianism? Slides 3-6

The beginning of the lesson provides a definition of sectarianism by first introducing the terms 'Prejudice', 'Discrimination' and 'Bigotry', bringing them together to create a definition of sectarianism. A brief history of sectarianism in Scotland is then given. (This can be altered to suit the requirements of the class. A brief history of sectarianism can be found at Appendix 13.)

Not just about football! Slides 7-10

Introduces the idea of sectarianism most often associated with football in Scotland and, in particular, Celtic and Rangers, Hearts and Hibernian. The lesson moves on to look at crime statistics that demonstrate it is not just a football problem nor is it just a West of Scotland or Glasgow problem. The Scottish Government definition of sectarianism is here to demonstrate the complexity of the issue and that it cannot be confined to being just a football problem.

Hate Crime Slides 11 – 13

The following slides highlight sectarianism as a hate crime and that there are consequences to committing sectarian acts. Examples of two individual cases are given.

Examples of Sectarian Acts, Slides 14 - 18

Sectarianism is a word often associated with Northern Ireland. There are many similarities between the two countries it is generally thought that sectarianism in Scotland is not to the same level as it is in Northern Ireland. However, as a comparison the pictures shown on Slide 14 were taken in Northern Ireland and the pictures on Slide 15 were taken in Glasgow on 19 September 2014 (the day after the Independence Referendum). Discuss the similarities between the pictures. Explain that these pictures show a small minority of Scottish people but unfortunately they have now been broadcast all over the world and this tarnishes the reputation of us all.

Moving on to look at sectarian graffiti from across the Forth Valley area.

Slide 17 has two YouTube links that show examples of sectarian violence. When pupils are watching these clips ask them to think about where the acts are taking place, what time of day, what is going on round about it etc. The clips are used to highlight that this is not behaviour that only occurs in a football stadium.

Sectarian Murder, Slide 18

The men pictured on this slide are Mark Scott (blonde hair) and Robert Hamill (dark hair), victims of murder as a result of sectarianism.

Sectarianism Across the World, Slide 19

This slide highlights examples of sectarianism from across the world.

Tasks, Slides 20 - 27

Pupils work in small groups to provide a definition of sectarianism and examples of sectarian acts. Following on from this they then go on to work on Acceptable or Unacceptable task. Pupils are given the worksheet at Appendix 14 which features 12 statements. Pupils are given time to work through the statements and decide whether or not each statement is acceptable or not. **Appendices 13 & 14**

Sectarianism

Introduction

- * We have already discussed discrimination in general
- * We will now be moving on to look at sectarianism in Scotland and beyond.

What is sectarianism?

- * What is prejudice? (the thinking)
 - * Making a judgment without any prior knowledge
- * What is discrimination? (the doing)
 - * Unjust or unfair treatment of different categories of people

What is sectarianism?

- * What is bigotry? (the behaviour)
 - * Intolerance towards those who hold different opinions or beliefs from oneself

What is sectarianism?

Narrow-minded beliefs that lead to **prejudice, bigotry, discrimination**, malice and ill-will towards members, or perceived members, of a religious denomination as a result of attaching importance to perceived differences between the groups.

Sectarianism in Scotland

- * Catholics and Protestants
- * The Great Famine – 19th Century
- * Tensions



Myths

* Football Problem?

Where?	
Main Street	30%
Police Car/Station	19%
Domestic Dwelling	17%
Residential Area	15%
Pub/Club	4%
Social Media	3%
Football Stadium	3%
Public Transport	3%
Hospital/Ambulance	3%
Other	2%
Place of Worship	1%

Myths

* West of Scotland problem?

1	Glasgow City
2	North Lanarkshire
3	Falkirk
4	Edinburgh
5	Stirling

Sectarianism in Scotland is a mixture of **perceptions, attitudes, actions, and structures** that involves **overlooking, excluding, discriminating** against or being **abusive or violent** towards others on the basis of their perceived Christian denominational background. This perception is always mixed with other factors such as, but not confined to, politics, football allegiance and national identity.

Legal Bit

- * Section 74 Criminal Justice (Scotland) Act
- * Offensive Behaviour at Football and Threatening Communications Act







<http://www.youtube.com/watch?v=UyXvXCzkEEg>

<http://www.youtube.com/watch?v=p74Xqk7vQYc>



Sectarianism Across the World

- * Sectarianism is not unique to Scotland. Whenever people of different religions live in close proximity to each other, religious sectarianism can be found in varying forms and degrees.
- * Syrian Civil War
- * Pakistan
- * Iraq

Any questions?

Task 1

- * In groups, write down your definition of sectarianism. How would you explain it to someone that had never heard of this word before?
- * Give an example of a sectarian act, either one we have discussed today or one that you have seen/heard?

What is sectarianism?

- * Narrow-minded beliefs that lead to **prejudice, bigotry, discrimination**, malice and ill-will towards members, or perceived members, of a **religious denomination** as a result of attaching importance to perceived differences between the groups.

Task 2

- * Acceptable or Unacceptable
 - * Working in small groups decide whether each statement on the sheet is acceptable or unacceptable
 - * You have 10 minutes to work through this before we discuss it as a whole class

The Fields of Athenry

* By a lonely prison wall
I heard a young girl calling
Micheal they are taking you away
For you stole Trevelyn's corn
So the young might see the morn.
Now a prison ship lies waiting in the bay.

Low lie the Fields of Athenry
Where once we watched the small free
birds fly.
Our love was on the wing we had
dreams and songs to sing
It's so lonely 'round the Fields of
Athenry.

* By a lonely prison wall
I heard a young man calling
Nothing matters Mary when you're
free,
Against the Famine and the Crown
I rebelled they ran me down
Now you must raise our child with
dignity.

Low lie the Fields of Athenry
Where once we watched the small free
birds fly.
Our love was on the wing we had
dreams and songs to sing
It's so lonely 'round the Fields of
Athenry.

The Sash

So sure I'm an Ulster Orangeman, from Erin's isle I came,
To see my British brethren all of honour and of fame,
And to tell them of my forefathers who fought in days of yore,
That I might have the right to wear, the sash my father wore!

Chorus:

It is old but it is beautiful, and its colours they are fine
It was worn at Derry, Aughrim, Enniskillen and the Boyne.
My father wore it as a youth in bygone days of yore,
And on the Twelfth I love to wear the sash my father wore.

Billy Boys

Hullo, Hullo
We are the Billy Boys
Hullo, Hullo
You'll know us by our noise
We're up to our knees in fenian blood
Surrender or you'll die
For we are
The Brighton Derry Boys

Summary

- * We have learned:
 - * What sectarianism is.
 - * It is not just a Football or Scotland problem.
 - * How things like “banter” can impact on individuals and communities.

Equality

Equality – Teacher Notes

The aim of this lesson is to encourage the pupils to appreciate the importance of equality by comparing inequalities of the past to their lives today and moves on to examine equality law and case studies.

Activity 1, When Would You Rather Live? (Slides 2-3)

Hand out the worksheet at Appendix 15 which shows different equality issues over time. Ask pupils to imagine that they have travelled back in time to live during one of these time periods. Which one would they choose to live in and why? How would it compare to their lives today? The idea being that the pupils have to pick the best of a bad bunch.

Activity 2, Evolution of Equality Law (Slides 4-14)

These slides examine the evolution of equality laws culminating in the Equality Act (2010)

Pupils are asked in groups or as a whole class to order the laws in relation to the time they came in and what type of discrimination they were tackling

Activity 3, Case Studies (Slides 15-23)

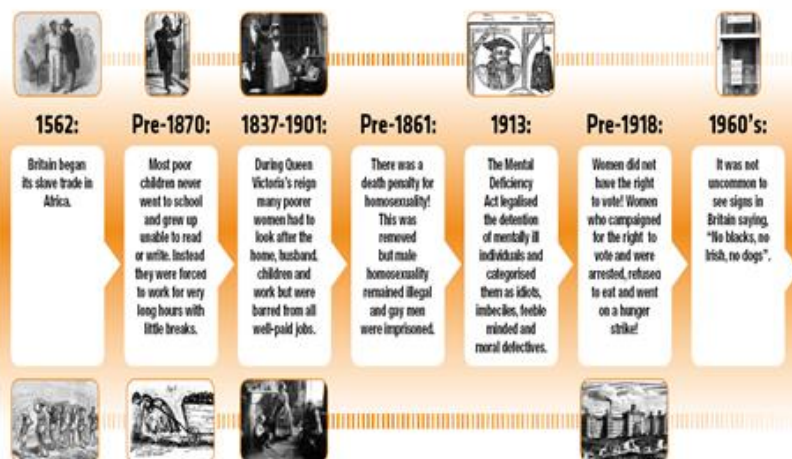
In groups, pupils should be given one of the seven case studies to review (Appendix 16). Pupils will review the case and decide which protected characteristic the discrimination is against, whether it could be unlawful discrimination and what action the person can take. Groups should present their case to the rest of the class who can discuss whether or not they agree. All answers are on the slides.

Appendices 15 & 16

Equality

When would you rather live?

- * Read the timeline on your worksheet.
- * Imagine you have to travel back in time to live in an era between 1562-1960's.
- * Circle a point in time when you would 'most' rather live!
- * Explain why you would choose that time.
- * What would life be like then and how would it compare to life today?



Equality Today

There have been huge developments in equality over the years:

- * Most of us are happy studying, working and making friends with people from other ethnic minorities.
- * Some stereotypes about women, such as 'a woman's place is in the home', have begun to fade and the gender pay gap is closing, although progress is very slow.
- * There have been huge changes in attitudes towards lesbian, gay and bisexual people.
- * Disabled persons have more rights than ever before.



But inequality still exists in Britain and more needs to be done to make it fairer

Raise your hand to say if you think these facts are fair or unfair.

In 2007, 97% of hairdresser apprentices were women, receiving £109 per week, and 98% of engineering apprentices were men, receiving £189 per week.

Disabled adults are three times as likely to have no qualifications compared to non-disabled people.

Two thirds of lesbian, gay and bisexual students report being bullied.

In the 2010 election, 27 out of 650 people elected to the UK Parliament were ethnic minorities.

Nearly three-quarters of Bangladeshi children, and half of Black African children grow up in poverty.

Tackling inequality

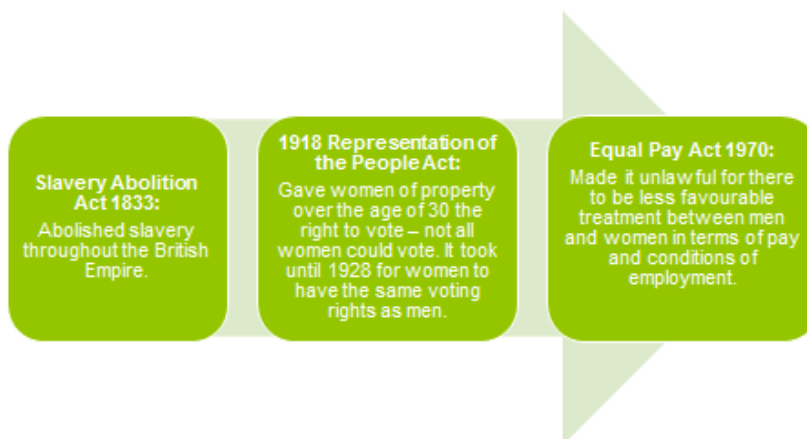
- * Over the years, laws have been introduced to tackle discrimination and to help ensure people with particular characteristics are treated fairly.
- * These laws are called **civil laws**.
- * Civil law mostly involves disagreements between people, companies or other organisations. It is enforced by one person suing another person or corporation and the case will end up in a civil court.
- * Where as **criminal laws** are enforced by the police and the courts, and if they are broken you can face very serious consequences, including time in prison.



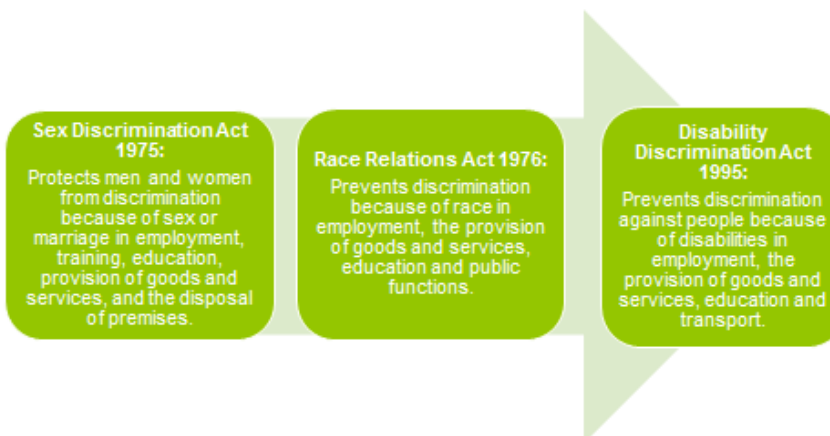
Which order did they come in?

- * **Slavery Abolition Act**
- * **Disability Discrimination**
- * **Equality Act (Sexual Orientation)**
- * **Race Relations Act**
- * **Employment Equality (Religion or Belief) Regulations**
- * **Representation of the People Act**
- * **Employment Equality (Age) Regulations**
- * **Employment Equality (Sexual Orientation) Regulations**
- * **Sex Discrimination Act**
- * **Equal Pay Act**

Anti-discrimination laws timeline



Anti-discrimination laws timeline



Anti-discrimination laws timeline

The Employment Equality (Sexual Orientation) Regulations 2003:

Made it unlawful to discriminate because of sexual orientation in employment.

The Employment Equality (Religion or Belief) Regulations 2003:

Made it unlawful to discriminate because of religion or belief in employment.

The Employment Equality (Age) Regulations 2006:

Made it unlawful for employers to discriminate against employees because of age.

The Equality Act (Sexual Orientation) Regulations 2007:

Made it unlawful to discriminate because of sexual orientation in the provision of goods, facilities, services, education and public functions.

Equality Act 2010

- * The Equality Act 2010 brings together all previous equality laws.
- * It makes it law that every **private, public and voluntary** sector **must not discriminate** against employees and service users because of particular characteristics!
- * So, if they **discriminate** against their employees or service users, **they could be breaking the law!**



Equality Act 2010

- * It also makes it law that public bodies, like schools, must encourage **good relations** and ensure everyone has **equality of opportunity!**
- * This helps to make sure everyone has an **equal chance** to make the most of their lives and talents!



Equality Act 2010

- * The Equality Act aims to make sure that people with certain **characteristics** are protected from discrimination.
- * What groups of people commonly experience discrimination?
- * What characteristics do they share that result in people treating them unfairly?



Examples

- * It is likely to be unlawful discrimination if:
 - * Teacher tells a girl not to take a course in engineering as it is unsuitable for a female (Protected characteristic – **sex**).
 - * School refuses to provide resources that a disabled child needs to study and achieve (Protected characteristic – **disability**).
 - * Company refuses to employ a man because they discover he is gay (Protected characteristic – **sexual orientation**).
- * Any individual who believes that they have been **discriminated against, harassed or victimised** can make a claim under the Equality Act 2010.

Case Studies

- * Review your case study.
- * Each group must read out their case and then present their answers to these questions:
 - * Could this be unlawful discrimination under the Equality Act 2010? (1 point)
 - * What protected characteristic is the discrimination against? (1 point)
 - * What action could the person take? (3 points)
 - * 5 points in total!
- * Does everyone else agree or disagree?

Case study 1

What protected characteristic is potentially being discriminated against?

- * Disability

Could this be unlawful discrimination under the Equality Act 2010?

- * This could be unlawful discrimination because of disability, as it could be considered a failure by the school to make a reasonable adjustment.

What action could the person take?

- * They could complain to the college. If the college didn't do anything about it, then she could speak to a lawyer and make a claim under the Equality Act 2010.

Case study 2

What protected characteristic is potentially being discriminated against?

- * Religion and belief.

Could this be unlawful discrimination under the Equality Act 2010?

- * This could be unlawful discrimination because of religion and belief, although it could be objectively justified as a proportionate means of achieving a legitimate aim – i.e. it could be considered reasonable.

What action could the person take?

- * They could complain to the hairdressers. If the hairdressers didn't do anything about it, then she could speak to a lawyer and make a claim under the Equality Act 2010.

Case study 3

What protected characteristic is potentially being discriminated against?

- * Sex

Could this be unlawful discrimination under the Equality Act 2010?

- * No, because it is not a private, public or voluntary organisation that is committing the discrimination.

What action could the person take?

- * If this was happening in school, she could tell a teacher as they have a Public Sector Equality Duty to eliminate discrimination, advance equality and foster good relations, which includes tackling prejudice. The teacher could raise this as an example of sexist behaviour, and make it clear to students that such attitudes are not tolerated.

Case study 4

What protected characteristic is potentially being discriminated against?

- * Race

Could this be unlawful discrimination under the Equality Act 2010?

- * This could be unlawful discrimination because of race.

What action could the person take?

- * They could complain to another teacher who should do something about it. If they didn't then they could speak to a lawyer and make a claim under the Equality Act 2010.

Case study 5

What protected characteristic is potentially being discriminated against?

- * Sexual orientation

Could this be unlawful discrimination under the Equality Act 2010?

- * This could be unlawful discrimination because of sexual orientation.

What action could the person take?

- * They could complain to the school. If the school didn't do anything about it, then she could speak to a lawyer and make a claim under the Equality Act 2010.

Case study 6

What protected characteristic is potentially being discriminated against?

- * Pregnancy and maternity

Could this be unlawful discrimination under the Equality Act 2010?

- * This could be unlawful discrimination because of pregnancy and maternity.

What action could the person take?

- * They could complain to the college. If the college didn't do anything about it, then she could speak to a lawyer and make a claim under the Equality Act 2010.

Case study 7

What protected characteristic is potentially being discriminated against?

- * Gender Reassignment

Could this be unlawful discrimination under the Equality Act 2010?

- * This could be unlawful discrimination because of gender reassignment.

What action could the person take?

- * They could complain to the school. If the school didn't do anything about it, then they could speak to a lawyer and make a claim under the Equality Act 2010.

Equality

- * It's important we don't treat people differently just because of 'who they are'.
- * Everyone should have an equal chance to make the most of their lives and talents.
- * It is important that we all promote equality and stand up for people that are being treated unfairly.
- * Remember to be proud of who you are, and respect that everyone is different.

Human Rights

Human Rights and Balancing Human Rights – Teacher Notes

This lesson offers a brief introduction to human rights by explaining that wants are different from needs as the latter is necessary for humans to survive, grow and develop. Everyone has the right to have these needs fulfilled, these are our human rights. This lesson goes on to provide a brief history of the birth of human rights and why they are important. Moving on to examine balancing human rights. The aim of this lesson is to help pupils to understand that human rights can be conflicting and may need to be limited. Pupils' understanding will be enhanced through case studies and scenarios.

Activity 1, Needs and Wants (Slides 2 – 4)

The beginning of this lesson aims to encourage pupils to make a distinction between wants and needs and leads on to introduce human rights. In small groups pupils should take a few minutes to discuss what a human needs in order to survive and then discuss with the class as a whole.

Introduction of Human Rights (Slides 5-9)

The following slides discuss the introduction of human rights. Ask the pupils if they know why human rights were created after World War 2. Appendix 17 sets out the basic human rights. Slide 9 features a link to a YouTube clip which gives a brief introduction of human rights.

Activity 2, Why do we need laws? (Slides 10 &11)

Looking at human rights in the broader context of law this activity asks pupils to discuss (in groups or as whole class) why we need laws. Introduce the idea that laws are put in place to protect us all and human rights are made law in order to ensure that our human rights are a reality making it essential that governments must respect people's rights.

Activity 3, For which right will you fight? (Slides 12 & 13)

Ask the class to stand up to vote for one of the rights that they think should be protected by the UK Government. Encourage pupils to explain their answer or even to debate which one is the most important. Allow the discussion to run its course before revealing that all of these rights are already looked after.

Conflicting Human Rights (Slides 14 – 17)

Pupils are introduced to the idea that human rights can be conflicting.

Activity 4, Real Life Conflict (Slides 18 – 21)

Using the worksheet at Appendix 18 and working in groups, pupils will be asked to read the article and identify which human rights they think are conflicting. Once the groups have had time to discuss the case they can share the answers to the questions with the class then reveal the slides.

Activity 5, Limiting Human Rights (Slides 22 – 25)

Again, in small groups, pupils should take a couple of minutes to review each scenario (Appendix 19) or split the scenarios between the groups and decide whether the students' human rights should be limited or not then feedback to the class.

Activity 5, Limiting Human Rights – Views (Slides 26-29)

Over the following slides pupils will consider the limits to freedom of expression (Article 10) by reviewing different statements and discussing whether the opinions should be limited or not. Appendix 20 allows pupils to write down their views and discuss with the class as a whole.

Activity 6, Absolute Rights (Slides 30 – 35)

The following slides discuss that some rights are absolute and can therefore never be limited and gives the pupils the opportunity to discuss/debate whether or not the absolute right of freedom from torture should every be limited using the scenario as a discussion point.

Appendices 17-20

Human Rights & Balancing Human Rights

What do human beings need to live?

- * Describe what human beings need to live and grow.
- * For example:
 - * What do human beings need to survive?
 - * What things help us to grow physically?
 - * What things help us to succeed in life?

Human rights

- * All human beings, have similar **basic needs**: nutritious food, health care, shelter, education, protection from harm and more.



Human rights

- * Human beings need these things to **live and grow** and to be **human**.
- * **Needs** are different to **wants**. Wants are not necessary for a person to survive, grow and develop.
- * **Everyone** of us has the **right** to have these **needs** fulfilled.
- * These rights are called **human rights**.

Your rights, my rights

- * Human rights support all areas of our lives, for example:
 - * Right to education
 - * Right to have your own thoughts, beliefs and religion
 - * Right to vote in elections once you reach the voting age
 - * Right not to be required to do forced labour and not to be treated as a slave
- * You can think of human rights as a **set of rules** that state what we all need to live and grow, and how we should treat each other.

The human rights story

- * The modern concept of human rights was created after the Second World War.

Why?

The human rights story

Why?

- * About six million European Jews were killed - about two-thirds of the population of European Jews.
- * Millions more murdered included Romani gypsy, homosexuals, people with disabilities and other political and religious opponents.
- * Total number of Holocaust victims - between 11 million and 17 million people killed!



The human rights story

- * The international community came together to discuss ways to make sure events like the Holocaust **never happened again**.



So, what did they do?

- * The United Nations put together the **Universal Declaration of Human Rights (UDHR)**.
- * It includes 30 rights that **every human needs to grow and flourish**.
- * Countries around the world started to agree to the UDHR in 1948.

What was the impact?

- * The UDHR started the development of human rights laws all around the world.
- * <https://www.youtube.com/watch?v=pRGhYmUjU4>

Why do we need laws?



Human rights laws

Why are laws needed?

- * Laws help to make human rights a reality in people's lives.
- * Instead of just saying the Government should respect people's rights, it makes it law that they **MUST**.
- * Then we can continue doing the things that we already take for granted such as freedom of speech or freedom from torture.



And if they don't then the courts can hold the Government to account!

Vote

Stand up to vote for which of these human rights you think should be better protected by the UK Government and made law in the UK:

- * The right to express his or her views and have them taken into account on all matters that affect them.
- * The right to play, rest and leisure.
- * The right to an adequate standard of living.
- * The right to the best possible health.

Vote

- * The point is, you should not have to take a vote to decide which of those rights is more important than the other.
- * The Human Rights legislation makes sure that all of these rights are looked after by our government.
- * So we should never have to choose between them.

Conflict

What do we mean by conflict?

If two friends are disagreeing about where they should go for an evening out this could be considered a conflict of two opinions.

How could this be resolved?

Conflict

- * Friend A will have one opinion about where they should go.
- * Friend B will have another opinion about where they should go.



Conflict

- * Both friends will need to put forward their opinions and these need to be weighed up until one comes out on top.
- * One persons opinion will be compromised to enable the other persons opinion to be carried out.
- * Otherwise the conflict will continue and cannot be resolved.



Conflict

- * In the same way two individuals' opinions can conflict, so can two individuals' human rights.
- * When human rights conflict, they need to be balanced by one human right being limited or restricted; similar to the example of conflicting opinions.
- * We are going to look at how and why human rights sometimes need to be limited or restricted in this lesson.

Limiting human rights

- * Sometimes our human rights need to be limited.
- * They can be limited if one person is using their rights in a way that threatens another person or wider society.
- * For example, if the police suspected that someone was carrying a gun, would it be ok to limit their right to respect for private and family life by searching them?



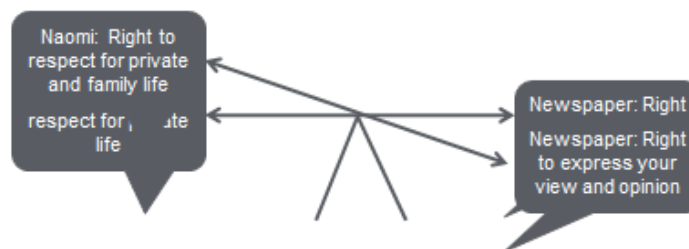
In this instance, by limiting the suspect's right to respect for private and family life, the police could help to protect public safety.

Real-life conflict

- * We are going to look at a real-life case where two individuals' rights were conflicting.
- * Read the article on the worksheet in groups.
- * Answer the questions that follow and try to identify which human rights are conflicting.



Whose rights should be limited?



Conflicting rights



In this case, the newspaper's right to express their views and opinions was in conflict with Naomi's right to respect for private and family life. The newspaper's right to express their views and opinions needed to be limited.

Limiting human rights task

- * Imagine you are the Head Teacher.
- * In groups, you need to review some scenarios and decide if you would limit the student's rights or not.
- * Try to determine which human right is and whether or not it should be limited.



Limiting human rights

Scenario 1

- * The school suspects that a student has a knife in their bag.
- * The Head Teacher could limit the student's right if it posed a threat to the safety of other pupils.
- * They could limit the student's right to respect for private and family life by searching the student's bag.

Limiting human rights

Scenario 2

- * A Muslim student asks the Head Teacher if they can hold a debate about Islamic Fundamentalism.
- * The Head Teacher could allow the student to hold the debate but could limit their right to express their views and opinions by stating that the student is not allowed to criticise homosexuality, make sexist comments or take a negative line towards other religions / beliefs.
- * This could be limited to protect other students' right to have their own thoughts, beliefs and religion and to prevent disorder.

What are the limits?

- * What are the limits to our right to express our views and opinions?
- * When we are using our right to express our view and opinion in a way that it incites racial hatred or encourages crime, then it can be limited.
- * Should these people's views be limited or not...

What are the limits?

"I think David Cameron is a rubbish Prime Minister"



What are the limits?

"I hate bankers and think we should graffiti their cars"



What are the limits?

“I think all Irish travellers should be banned from our country”



What are the limits?

“I don't like Indian food”



Absolute rights

- * Not every human right can be limited. Some must be upheld in all circumstances!
- * These are called **absolute rights**.
- * Is it ever ok to torture someone or hurt them badly?
- The absolute right not to be tortured or treated in a way that is cruel or humiliating can never be limited or taken away. Cruelty can never be allowed!



Absolute or not?

- * The right not to be tortured or treated in a way which is cruel or intimidating is an absolute right.
- * This means it can never be limited or restricted.
- * Do you think this should be an absolute right?
- * Are there any circumstances where you think torture should be allowed?
- * Discuss this scenario and these two points of views...

Absolute or not?

- * Scenario: An illegal immigrant who has committed a crime in the UK is allowed to stay in Britain because if they were sent home, they would be tortured in their own country.

They are in our country illegally and have committed a crime so they should be sent home!

Torture must never be allowed. It is an absolute human right because no human being should ever be tortured. They should not be sent home.

Absolute or not?

- * In reality, the courts would decide how to resolve this situation.
- * They would:
 - * Firstly decide whether there is a **real threat** of torture taking place. This is determined by examining the facts and evidence of the case, for example, whether the individual has suffered torture in the past, has been threatened with torture, or is associated with a group of individuals that have been or are at risk of torture.
 - * Secondly they consider the level of **severity** of the torture. There must be a minimum level of severity for the case to be considered.

Absolute or not?

- * If it is determined that the threat of torture is (1) real and (2) presents a severe risk, then the absolute right to be protected from torture will be upheld.
- * Unlike limited human rights, it won't need to be balanced with the possibility that the individual might commit further crime.

Human rights

- * Human rights provide a standard for how the Government should treat its citizens and they are there to protect individuals.
- * However, because some can be limited in certain circumstances it means people can disagree about how and when they should be limited or exercised.
- * But human rights provide a framework that can be used to discuss and debate different issues.



Influencing Attitudes

Influencing Attitudes – Teacher Notes

This lesson is used to get pupils to think about the types of things that influence them from people to the media. The aim of this is to encourage pupils to think about the ways they are influenced and to question what they see and hear.

Activity 1, Power of Advertising (Slides 3 & 4)

Play the link from Slide 2 to allow the pupils to watch the famous Coca Cola advert from the 1970s. The idea behind this is to introduce pupils to the idea that advertising can influence us.

Article 2, Circle of Influence (Slides 5 – 8)

In pairs or small groups, pupils should list as many things that they can think of that may influence them. The influence can be good or bad. If necessary prompt pupils to bring about answers that may have been missed (adverts, TV shows, music, celebrities, parents, siblings, teachers and so on).

The purpose of this activity is to get pupils thinking about the things that influence them. Pupils are asked to complete the Circle of Influence worksheet (Appendix 21) by writing down their influencers with placement depending on how much of an influence each one is. It may be useful for the teacher to complete their own Circle of Influence to demonstrate to pupils.

Inner Circle – Key Influencers should be placed here. This would be for people that the child sees every day and is close or has a big impact on their life.

Middle Circle – Secondary Influencers should be placed here. These influences will still be fairly strong and can include people such as friends and teachers.

Outer Circle – These influences have less of an impact but still enough to be noted. They tend to be from wider society for example celebrities and sport stars.

Once the pupils have completed their circle discuss who or what their influences are, are they good or bad, how strong is each influence. Moving on to discuss that sometimes influences can be incorrect and while we understand the importance of treating people fairly and equally, others may not feel the same way. This leads on to the next activity.

Activity 3, The Media (Slides 9 – 23)

The following slides aim to introduce pupils to the idea of the 'Media Myth' and demonstrate how the media can be guilty of exaggeration and misrepresentation.

When discussing the 'Media Myth', ask pupils what type of stories they see/hear about people their age and ask them to guess the percentage of British teenagers involved in crime. Write these figures down to be referred to later on.

Activity 4 (Slides 10 & 11)

Share the headlines with the pupils and ask them to consider the following questions:

Which headlines:

- Provide generalisations that do not represent all or perhaps even most individuals within that group?
- Might make someone feel frightened or unsure about that group or think that this group has nothing to offer our society?

- Might make someone reluctant to get to know a member of that group?

Discuss with the pupils whether or not there are many positive stories about young people in the press? Does everybody of a similar age act in the same way? How many people in this room do not conform to this stereotype? How does this media image affect people's attitudes towards teenagers?

Reveal now that only 5.7% of British teenagers are involved in crime. Discuss how accurate some of the guesses had or had not been and whether or not the media had a role in this.

Activity 5, Headlines (Slides 12 & 13)

Split pupils into small groups and give each group one of the headlines (either Appendix 22, 23 or 24). In groups, pupils will work together using the worksheet provided at Appendix 25 to answer the questions given on Worksheet 1. Provide pupils with the fact sheet and ask them to answer the questions on Worksheet 2. Ask some groups to discuss the headline and their answers with the class.

Activity 6, Headlines – True or False (Slides 14 – 23)

Over the following slides pupils are asked to look at headlines and decide if they are fact or fiction before revealing the answer.

Finish with a discussion about how these negative headlines can affect attitudes, the danger of reporting inaccurate news and whether or not we can believe everything we read.

Rumours (Slides 24 – 26)

Brief discussion of rumours and the consequences of creating or spreading rumours (bullying, arguments etc) and concludes by encouraging pupils to find out the facts and not allow other people or external factors to influence us.

Appendices 21 -25

Influencing Attitudes

Influencing attitudes

- Many things can influence our attitudes; in good and bad ways.
- We will be looking at how the media and other things can have a powerful influence on our attitudes.
- We will also discuss why it's important to make our own informed opinions, based on good understanding and fact.

The power of advertising

- Play the Coke advert:
<http://www.youtube.com/watch?v=2msbfN81Gm0>



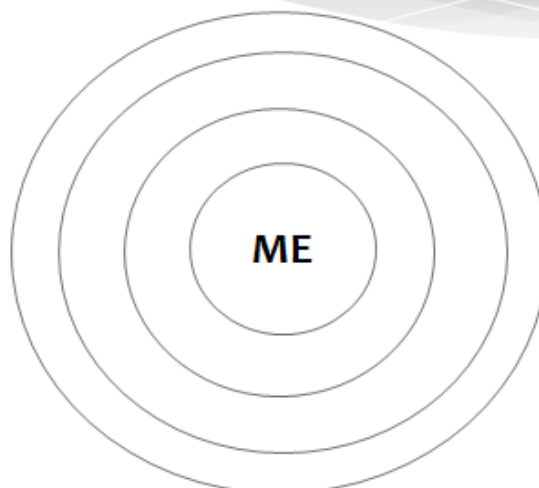
The power of advertising

- * This advert from the 1970s was the catalyst for Coke going global and becoming the most popular soft drink ever!
- * If Pepsi had made a better advert first, they may have been the top seller.
 - * Why do you think it influenced so many people?
 - * How does advertising impact on our attitudes and choices?
 - * So is advertising a good or bad thing?
- * Think about adverts on T.V. just now, do they make you want to buy what they are selling?

Two minute challenge

- * In pairs, list as many things as you can that influence people to think or do something.
- * We will go around each pair, and no repetition is allowed.
- * Who will come up with the most?

Circle of Influence



Circle of Influence - Discussion

- * What/who influences your attitudes the most?
- * Do they influence your attitudes for good or bad?
- * How much do you decide based on your own attitudes and opinions?

Circle of Influence

- * Which influences your attitudes the most?
- * Do they influence your attitudes for good or bad?
- * How much do you decide based on your own attitudes and opinions?

The Media

- * A **Media Myth** is something that is created when groups are misrepresented because of the extreme action of a few in that group. This extreme action dominates the media.
- * What type of stories do you see/hear about people your age? Are they positive or negative?

The Media

- * Some headlines that have been published concerning young people/teenagers:
 - * *40 Teenage Girls Convicted of Violent Crimes Everyday As Ladette Culture Soars*
 - * **These Kids Will Nick Anything for Drugs**
 - * **INSIDE FERAL BRITAIN: A BLOOD-CHILLING JOURNEY INTO THE HEART OF OUR TEENAGE GANG CULTURE**
 - * Binge Drinking Teenage Yobs to be Given Random Breathalyser Check in New Police Crackdown

The Media

- * How would these hyped headlines affect readers' views?
- * What kind of thoughts and feelings do they create compared to the real headlines?
- * What kinds of attitudes and behaviour can they lead to?
- * What stereotypes could they create?
- * What problems and behaviour could this create in wider society?

The Media

- * Split up into small groups.
- * Have a think about groups in society are misrepresented in the newspapers.
- * Look at the headline you are given and answer the questions on Worksheet 1
- * Look at the fact sheet are given and answer the questions on Worksheet 2

The Media

- * The media is a very powerful tool. It has the capacity to educate, inform, include and challenge millions of individuals.
- * We need to be aware how the media can shape how we think about a number of topics.
- * Please remember that the media will opt for stories that will attract the most people or sell the most papers.

Fact or fiction?

Human rights laws stop people from taking photos in public parks.

Daily Mail – August 2010

Fiction

Fact

- * There is nothing in human rights law that prevents someone taking photographs of flowers in a public place for their own use.
- * If the photographer intended to use the photographs commercially then they might need the permission of the parks owners, but that has nothing to do with human rights law - rather to do with commercial interests.
- * A person's right to respect for private and family life might only apply if a photographer was intrusive in taking photographs of an individual without their consent e.g. Chasing a celebrity to get a picture of their child.

Fact or fiction?

Human Rights Act gives students a right to junk food.

Daily Mail (Scotland)

Fiction

Fact

- * This myth comes from the school initiative to promote healthy eating by preventing the students from leaving the property at lunch times.
- *
- * The news report suggested that the Human Rights Act will cause the initiative to fail, as forcing them to eat health food or denying them junk food is against their rights.
- * Schools have a legal responsibility for their pupils during school hours. This means that they are allowed to make students stay on school premises.
- * The school would only be breaching human rights if they locked pupils in the school or physically forced them to eat.

Fact or fiction?

The Human Rights Act means that terrorists can stay in Britain.

Telegraph – May, 2010

Fiction

Fact

- * Human rights do protect all individuals from torture, and if the Government knows that individuals may face torture or death in their own home countries, they have an obligation to protect them.
- *
- * However, the same decision would have been reached regardless of whether the Human Rights Act existed.
- * The UK has signed up to numerous international treaties including the European Convention on Human Rights, the Convention Against Torture and the Universal Declaration on Human Rights – all of which make it clear that the Government should not allow people to be deported to face torture.

Fact or fiction?

“Finger-nickin’ good. Police gave the suspected car thief a meal because of his Human Rights”

The Sun 7 June 2006

Fiction

Fact

- * The Human Rights Act does not give any prisoner making a rooftop (or any other) protest the right to the meal of his / her choice.
- * The police responded to his food demands in this case as part of their negotiating strategy.

Rumours...

- Rumours are often exaggerated or they can be completely made up stories.
- Rumours can have a very negative impact on our attitudes and can lead to things like arguments and bullying.
- It is important to make sure that when you are talking about things or people, your views are based on facts and good understanding.
- When people tell you things, it is important to question and challenge whether they are true and to find out the facts so you can make your own opinions.



Making your own opinions

- What can you do to make your own opinions and be confident in your views?
 - You could follow this formula to form your own opinions and have confidence in your views?
 - F – find out the facts
 - A – ask questions
 - C – challenge what you hear and read
 - T – think about all the information and form your own opinions.

Appendices

Guess who

Gender (male, female or other):

Age:

Favourite hobby:

Favourite TV programme:

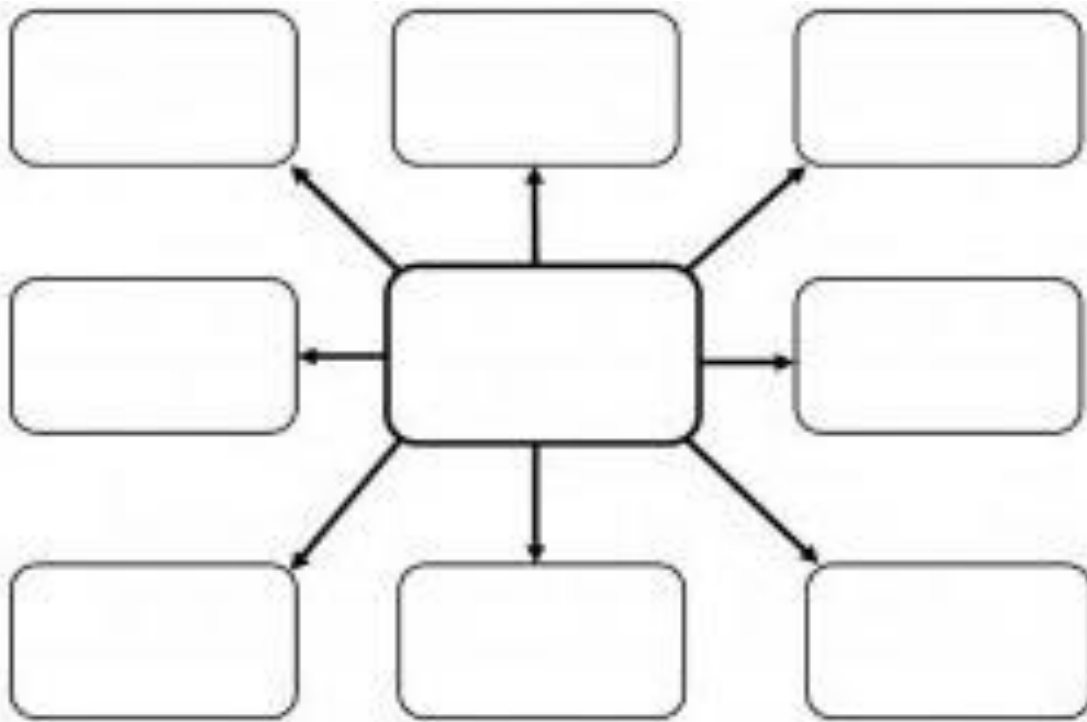
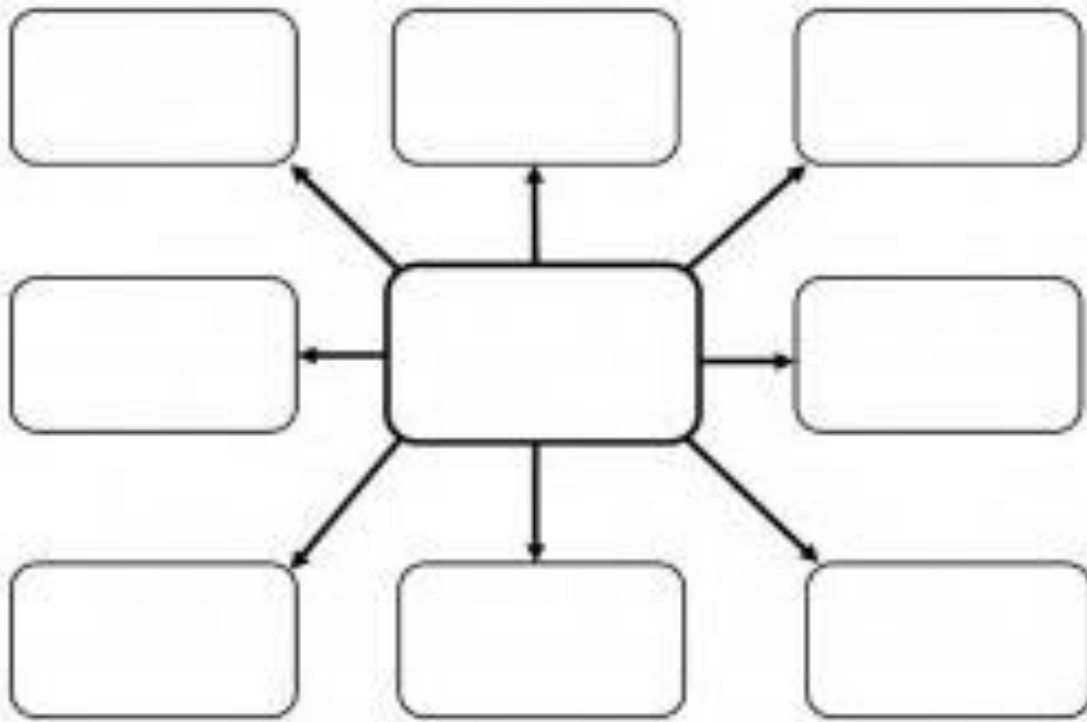
Favourite food:

Hair colour:

Nationality:

Name:

Appendix 2



Appendix 3

Stereotyping

All boys are _____

All girls are _____

All young people are _____

All Scottish people are _____

All football fans are _____

All people who wear glasses are _____

All old people are _____

Stereotyping

All boys are _____

All girls are _____

All young people are _____

All Scottish people are _____

All football fans are _____

All people who wear glasses are _____

All old people are _____

Group Trait Characteristics

Group 1 – People in this group are dirty looking and smelly, they sit at the back of the class away from everyone else so the other groups don't need to be near them! Only people in Group 2 take the time to talk to them. Even teachers ignore them!

Group 2 – People in this group are quiet, kind and shy. They are seen as different by the other groups because they have pink hair and orange eyes. They keep to themselves but are friendly to anyone who takes the time to speak to them.

Group 3 – People in this group are the smartest, funniest, most beautiful and are always given the best treatment by teachers because they are so awesome!

Group 4 – People in this group dislike all other groups. They are mean and nasty and do not speak to anyone who is not a '4'.

Rights of the Child

Article 14 – Freedom of thought, belief and religion

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong and what is best for you.



Article 16 – Right to Privacy

You have the right to privacy.



Article 28 – Right to Education

You have the right to a good quality education.



Article 15 – Freedom of Association

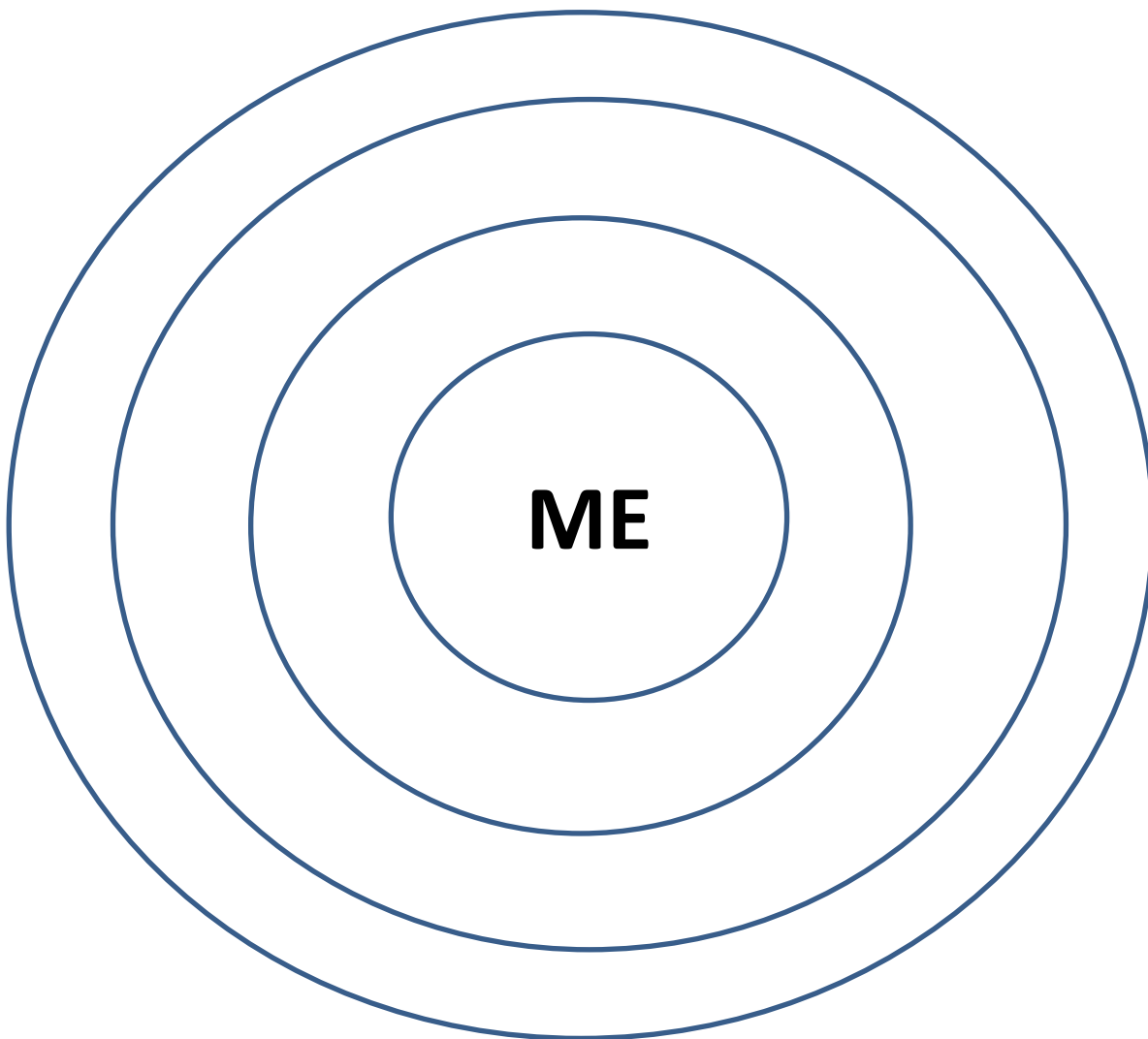
You have the right to choose your own friends and join or set up groups, as long as it is safe to do so.



Inner Circle – Key Influencers (those closest to you that influence you the most)

Middle Circle – Secondary Influencers (school, clubs etc.)

Outer Circle – Other influences from wider society (news, celebrities etc.)



Who is Responsible?

Police

Teachers

Politicians

Schools

Parents

Young People

Media

Sports People

Popstars

Celebrities

Is there anyone else that you think should be on the list?

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
------------	----------------	--------------	--------------	----------------	---------------	---------------

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
------------	----------------	--------------	--------------	----------------	---------------	---------------

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
------------	----------------	--------------	--------------	----------------	---------------	---------------

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
------------	----------------	--------------	--------------	----------------	---------------	---------------

Appendix 9

APPENDIX 9

Prejudice News

News Extract 1

James Parke, 22, was on a night out which ended in him fighting for his life. James, who is a trainee police officer, was having fun with friends when up to 20 boys, some as young as 14, started shouting homophobic abuse at them. James was repeatedly punched and kicked in his face and body by the boys and he was left with several skull and facial fractures.

What is the prejudiced attitude?
Who is the prejudice directed towards?

News Extract 2

More than 7,600 viewers complained about racism on the reality show; Celebrity Big Brother. Viewers complained that the contestants of Big Brother were racially abusing the Bollywood star Shilpa Shetty. They claimed that Shetty, from India, was being victimised and bullied. Shetty, 31, broke down in tears after allegedly being taunted about her skin colour, accent and cooking.

What is the prejudiced attitude?
Who is the prejudice directed towards?

News Extract 3

Sky Sports presenters Andy Gray and Richard Keys have been accused of sexism after making several comments about a female referee, called Sian Massey. They commented on her understanding of the offside rule during a Premier League match. The commentators believed their microphones were switched off but were actually recorded making remarks such as: 'Somebody better get down there and explain offside to her.'
'Can you believe that? A female linesman. Women don't know the offside rule.'

What is the prejudiced attitude?
Who is the prejudice directed towards?

Appendix 10

Stage 1 – Prejudiced Attitudes	Hitler became German Chancellor. He blamed the Jews for the loss of WW1. He believed that the Germans were superior to the Jewish people.
Stage 2 – Acts of Prejudiced	(1933) Hitler sets up the idea that Jews are not Germans and isolates them and tells all Germans to boycott Jewish businesses.
Stage 3 – Discrimination	(1935) Nuremberg Laws – Defined who was a Jew and deprived Jews of political rights. Jewish people were to have the letter 'J' stamped across their passport. 1939-1945 Jews were sent to live in small areas of cities known as "Ghettos"
Stage 4 – Violence	Kristallnacht "Night of the Broken Glass" Organised violence against Jews throughout Germany and Austria.
Stage 5 – Genocide	Mobile killing squads are operating throughout Russia and Poland. 1939 – 1945 Deportation of Jews to Ghettos and then to camps. There were different types of camp – Labour Camps, Concentration Camps and Death Camps.

Appendix 11

Defining Discrimination

Racism

Ageism

Sexism

Homophobia

Transphobia

Disability Discrimination

Discrimination on the grounds of Religion and Belief

Discrimination on the grounds of Pregnancy and Maternity

Appendix 12

Kyle's Story

One day, when I was a freshman in high school, I saw a kid from my class was walking home from school. His name was Kyle. It looked like he was carrying all of his books. I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd." I had quite a weekend planned (parties and a football game with my friend tomorrow afternoon), so I shrugged my shoulders and went on. As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying, and I saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So I jogged over to him and as he crawled around looking for his glasses and I saw a tear in his eye.

As I handed him his glasses, I said, "Those guys are jerks. They really should get lives." He looked at me and said, "Hey thanks!" There was a big smile on his face. It was one of those smiles that showed real gratitude.

I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to private school before now. I would have never hung out with a private school kid before.

We talked all the way home, and I carried his books. He turned out to be a pretty cool kid. I asked him if he wanted to play football on Saturday with me and my friends. He said yes. We hung all weekend and the more I got to know Kyle, the more I liked him. And my friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "Damn boy, you are gonna really build some serious muscles with this pile of books everyday!" He just laughed and handed me half the books. Over the next four years, Kyle and I became best friends. When we were seniors, began to think about college. Kyle decided on Georgetown, and I was going to Duke. I knew that we would always be friends, that the smiles would never be a problem. He was going to be a doctor, and I was going for business on a football scholarship.

Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak. Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than me and all the girls loved him! Boy, sometimes I was jealous.

Today was one of those days. I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, big guy, you'll be great!" He looked at me with one of those looks (the really grateful one) and smiled. "Thanks," he said.

As he started his speech, he cleared his throat, and began. "Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach but mostly your friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story." I just looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying his stuff home. He looked hard at me and gave me a little smile. "Thankfully, I

was saved. My friend saved me from doing the unspeakable." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment.

I saw his Mom and dad looking at me and smiling that same grateful smile. Not until that moment did I realize its depth. Never underestimate the power of your actions.

With one small gesture you can change a person's life. For better or for worse.

Appendix 13

Brief History of Sectarianism

This short history is designed as an introduction to the issue of sectarianism in Scotland; in order to help provide an understanding of its origins, some of the contributing factors, its connection to football, and the reasons why anti sectarian work is now taking place, the new legislation and impacts of these interventions.

The Reformation

Prior to the Protestant reformation in central Europe in the mid 16th century, the vast majority of the people of Europe practiced in the Catholic style of Christianity. The works of these Protestant Reformers found many followers however across the continent. John Knox studied these new ideas of how religious workshop should be reformed and brought the ideas of these “protesters” against the Pope and the Catholic Church to Scotland.

This new form of religious observance was found to be very popular in Scotland and at the parliament of 1560 Scotland was declared to be a Protestant country. This does not mean however that the Catholic denomination of Christianity was eradicated. Those who continued in the Catholic style, including the reigning monarch “Mary Queen of Scots”, found themselves to be the minority and suffered prejudice and discrimination as a result.

Irish Immigration

By the early 19th century Scotland was very much a Protestant country. The covenanting movement, the campaign of Oliver Cromwell, the Battle of Culloden and its aftermath had all contributed to the continued demise of the Catholic faith.

Allegedly at the turn of the 19th century, before the Catholic Emancipation Act, there were less than 40 registered Catholics in Glasgow, at the same time there were near 50 anti-Catholic organisations. Prejudice and discriminated against Catholics continued.

By the 1840s Glasgow had a thriving economy and was enjoying the benefits of the industrial revolution and international trade. Indeed it is claimed that 40% of the ships sailing around the world at this time were built on the Clyde, along with 80% of the world’s shipping engines. Not to mention the tobacco trade or the cotton industry.

At the same time the Irish Potato Famine took place. The potato crop which the rural Irish relied upon both as their primary source of food and income failed over several years causing widespread starvation and worsening poverty. The Irish people were left to make a harsh choice: stay in Ireland and risk death by starvation as many of their countrymen had suffered, or immigrate to another country.

Whilst the majority of these people went to America, many others came to the British mainland. Many went to England where they hoped to gain work and many, particularly those from the north of the country, came to Scotland. While the main reason for this was the attempt to escape poverty and hunger, there were many good reasons for coming to Scotland. Not least the close proximity, the two countries being only 14 miles apart at the nearest point. Also, the two countries have a long shared history of people moving between the two countries with religion originally being brought to Scotland from Ireland many centuries before.

However, the main reason the Irish came to Scotland was to find work. They did not receive a warm welcome as the indigenous Scottish people felt threatened by this mass influx of people looking to take their jobs whilst they brought the Catholic religion back to Scotland! This of course was inaccurate as the Catholic faith had never truly died out in Scotland and many of the Irish immigrants were in fact Protestant.

Being poor, these emigrants found accommodation on the slum areas of Glasgow, and in particular the Calton area, which to this day is an area of low life expectancy and deprivation. The housing was poor but it was all that could be afforded. Here they shared communities with other immigrants from across Europe, as well as the migrant poor

from other parts of Scotland, who had come to Glasgow to seek employment within the 'Second City of the British Empire'. While the majority were Catholic, the main thing that these peoples had in common was poverty.

The Catholics and the Irish faced discrimination in the work place. Many businesses would not hire them at all. Others were only employed on low wages or as part time or temporary workers. Signs would be hung outside workplaces advertising vacancies that would advise that Catholics, or Irish, need not apply. This led to a continued poverty and a "hand to mouth" existence.

Rangers and Celtic

Rangers were formed in 1872 by two brothers, Moses and Peter McNeil, along with two friends. They were all young men from the Kelvingrove and Partick areas of Glasgow. The story goes that the four boys were actually a rowing team who found themselves unable to row as there was a particularly cold winter and the Clyde was frozen over. They were looking for something else to do and saw other young men playing football. They decided to form their own team so that they could play football when they were unable to row. They initially called the team "The Argylls", probably because the McNeil brothers were from the Helensburgh area; however they changed their name to "Rangers" in 1873. Moses McNeil was apparently reading a sports magazine and read about an English rugby team called "Rangers" and instantly decided that this was the name for his team. This is also how the confusion about the year of the club's establishment came about. The young men who formed Rangers were all Protestants. At this time in Scottish society, Protestants and Catholics rarely mixed.

Celtic were formed at a meeting in St Mary's Church in the Calton area of Glasgow in November 1887 and played their first match a few months later in 1888. The meeting had been called by a Marist Brother named Walfrid. Brother Walfrid was a school teacher who was concerned about the levels of poverty in the Calton area. For example, children were coming to school hungry and were unable to pay the sum of one penny per week that was required for school dinners. This became a concern as hungry children struggled to learn. At this time, Brother Walfrid had also noticed the increasing popularity of football. His idea was quite simple. Form a football team with charitable intentions, charge an entry fee and use the profits to buy food for those who were hungry. As we know the majority of these poor people in the Calton area were Catholic and many of Irish extraction so Brother Walfrid chose the name "Celtic" to emphasise the link between Scotland and Ireland. Unsurprisingly many of the Calton population, who were predominantly Catholic, chose to support Celtic as a result.

The historical links of these and other football clubs and the ethnic and religious make up of their supporters have led to some teams being held as symbols of religious, cultural and political beliefs.

A small element of fans use songs, chants and banners on match days to express abuse or support towards a particular faith or political group or even to show support for Northern Irish terrorist groups like the IRA or UVF.

This is not what football is about and it can generate an atmosphere of religious tension, hatred, intimidation which can, and often does, continue after the match into communities across Scotland.

Despite sectarianism in Scotland being a historical problem it has only been in recent times that steps have been taken to tackle this serious social issue. Two of the main reasons for steps being taken are:-

The death of Mark Scott in 1995 and the Scottish composer, James McMillan's opening presentation at the Edinburgh Festival declaring sectarianism was "Scotland's Shame" which opened a nationwide debate.

A Protestant wearing a Celtic top	Singing 'Fields of Athenry' at Parkhead
A Protestant and a Catholic getting married.	Religious Education at school
Punching someone who calls you a Hun or a Fenian.	Fighting outside the pub on match day
Getting drunk before going to the stadium to watch the game.	Singing the 'Billy Boys'
Bringing your children up listening to sectarian songs	Attacking someone because they support a different team from you

Walking in an Orange or Hibernian march	Having separate Roman Catholic schools
Going to Church or Chapel	A Catholic wearing a Rangers football top
Getting a 'chinky' for dinner	Playing music of a sectarian nature so loudly that you know the neighbours will hear it.
Going out with someone from a different religion	Singing 'Glasgow Celtic IRA'
Singing 'The Sash' at Ibrox	Having friends of a different religion

Walking in an Orange or Hibernian march	Having separate Roman Catholic schools
Going to Church or Chapel	A Catholic wearing a Rangers football top
Getting a 'chinky' for dinner	Playing music of a sectarian nature so loudly that you know the neighbours will hear it.
Going out with someone from a different religion	Singing 'Glasgow Celtic IRA'
Singing 'The Sash' at Ibrox	Having friends of a different religion

A Protestant wearing a Celtic top	Singing 'Fields of Athenry' at Parkhead
A Protestant and a Catholic getting married.	Religious Education at school
Punching someone who calls you a Hun or a Fenian.	Fighting outside the pub on match day
Getting drunk before going to the stadium to watch the game.	Singing the 'Billy Boys'
Bringing your children up listening to sectarian songs	Attacking someone because they support a different team from you

Appendix 15

When would you rather live?

1562	Pre-1870	1837-1901	Pre-1861	1913	Pre-1918	1960's
Britain began its slave trade in Africa	Most poor children never went to school and grew unable to read or write. Instead, they were forced to work for very long hours with little breaks.	During Queen Victoria's reign many poorer women had to look after the home, husband, children and were barred from all well-paid jobs.	There was a death penalty for homosexuality! This was removed but male homosexuality remained illegal until 1967 and gay men could be imprisoned up to that time.	The Mental Deficiency Act legalised the detention of mentally ill individuals and categorised them as idiots, imbeciles, and feeble minded and moral defectives.	Women did not have the right to vote! Women who campaigned for the right to vote were arrested, refused to eat and went on hunger strike.	IT was not uncommon to see signs in Britain saying "No blacks, no Irish, no dogs".

Appendix 16

Equality – Case Studies

Case study 1

“I use a wheelchair to get around and I’m finding it very hard to get a place at my local college. I want to study science and the labs are on the first floor. The college hasn’t got a lift and they say they can’t afford to have one put in just for me so I must go somewhere else. Travelling any distance is really difficult and expensive so I don’t want to go to another college.”

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 2

“I was refused an apprenticeship at a local hairdresser’s because I wear the hijab and they say that all staff must wear their hair in trendy styles to impress the customers. I’m not prepared to do this as it is against my beliefs.”

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 3

“One of my friends, who is a girl, has said I can’t be a social care worker because it is a ‘girls job’. She said all men that work as social workers are probably gay.”

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 4

"I am an Irish Traveller. We live on a permanent site now and so we don't move around anymore, which is great because I get to stay at the same school. But the other day I was in school and I heard a teacher making horrible comments about gypsies and travellers. They were saying our site should be shut down and we are all trouble."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 5

"I have just been accepted into this really good school. I am really happy except they said I am only allowed to attend if I hide that I am gay. They want me to pretend I am straight."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 6

"I am at college and I'm pregnant. I am required to attend parenting classes at the same time as my science GCSE classes. Both classes are really important and it seems unfair that I can't attend them both."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 7

"At the moment I am undergoing gender reassignment. The school has been informed that I am undergoing reassignment but does not seem to be willing to accept this, so won't change my registration details and keeps referring to me by my birth name rather than my new name."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

The Universal Declaration of Human Rights:

1. **We are all free and equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't discriminate.** These rights belong to everybody, whatever our differences.
3. **The right to life.** We all have the right to life, and to live in freedom and safety.
4. **No slavery – past and present.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
6. **We all have the same right to use the law.** I am a person just like you!
7. **We are all protected by the law.** The law is the same for everyone. It must treat us all fairly.
8. **Fair treatment by fair courts.** We can all ask for the law to help us when we are not treated fairly.
9. **No unfair detainment.** Nobody has the right to put us in prison without a good reason and keep us there, or to send us away from our country.
10. **The right to trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **Innocent until proven guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The right to privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters or bother us or our family without a good reason.
13. **Freedom to move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The right to asylum.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **The right to a nationality.** We all have the right to belong to a country.
16. **Marriage and family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

- 17. Your own things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18. Freedom of thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
- 19. Free to say what you want.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
- 20. Meet where you like.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21. The right to democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
- 22. The right to social security.** We all have the right to affordable housing, medicine, education, and child care, enough money to live on and medical help if we are ill or old.
- 23. Workers' rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
- 24. The right to play.** We all have the right to rest from work and to relax.
- 25. A bed and some food.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
- 26. The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
- 27. Culture and copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that "art," science and learning bring.
- 28. A free and fair world.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29. Our responsibilities.** We have a duty to other people, and we should protect their rights and freedoms.
- 30. Nobody can take away these rights and freedoms from us.**

Appendix 18

Naomi Campbell wins her case!

Naomi Campbell won her claim for damages against the Mirror newspaper after accusing them of invading her privacy!

The Daily Mirror, which published details of the model's treatment for drug addiction, must pay Miss Campbell damages of £3,500.

Miss Campbell lied about her drug addiction, and the Mirror published images of her leaving a therapy session.

Naomi said: "What's important for me is that people in recovery should be free to receive treatment without fear of press intrusion - and that's what today's judgment guarantees."

The editor of the Daily Mirror, said: "This is a very good day for prima donnas who want to have their cake with the media, and the right to then shamelessly guzzle it with their Cristal champagne".



How do you think Naomi Campbell felt having this information exposed?

Do you think it was fair that the newspaper published this information?

Which human rights of Naomi Campbell and the newspaper are conflicting?

Whose human rights do you think should be limited (if any)?

Appendix 19

Limiting Human Rights

Scenario 1

- The school suspects that a student has a knife in their bag.
 - The Head Teacher could limit the student's right if it posed a threat to the safety of other pupils.
 - They could limit the student's right to respect for private and family life by searching the student's bag.

Scenario 2

- A Muslim student asks the Head Teacher if they can hold a debate about Islamic Fundamentalism.
 - The Head Teacher could allow the student to hold the debate but could limit their right to express their views and opinions by stating that the student is not allowed to criticise homosexuality, make sexist comments or take a negative line towards other religions / beliefs.
 - This could be limited to protect other students' right to have their own thoughts, beliefs and religion and to prevent disorder.

Appendix 20

What are the limits?

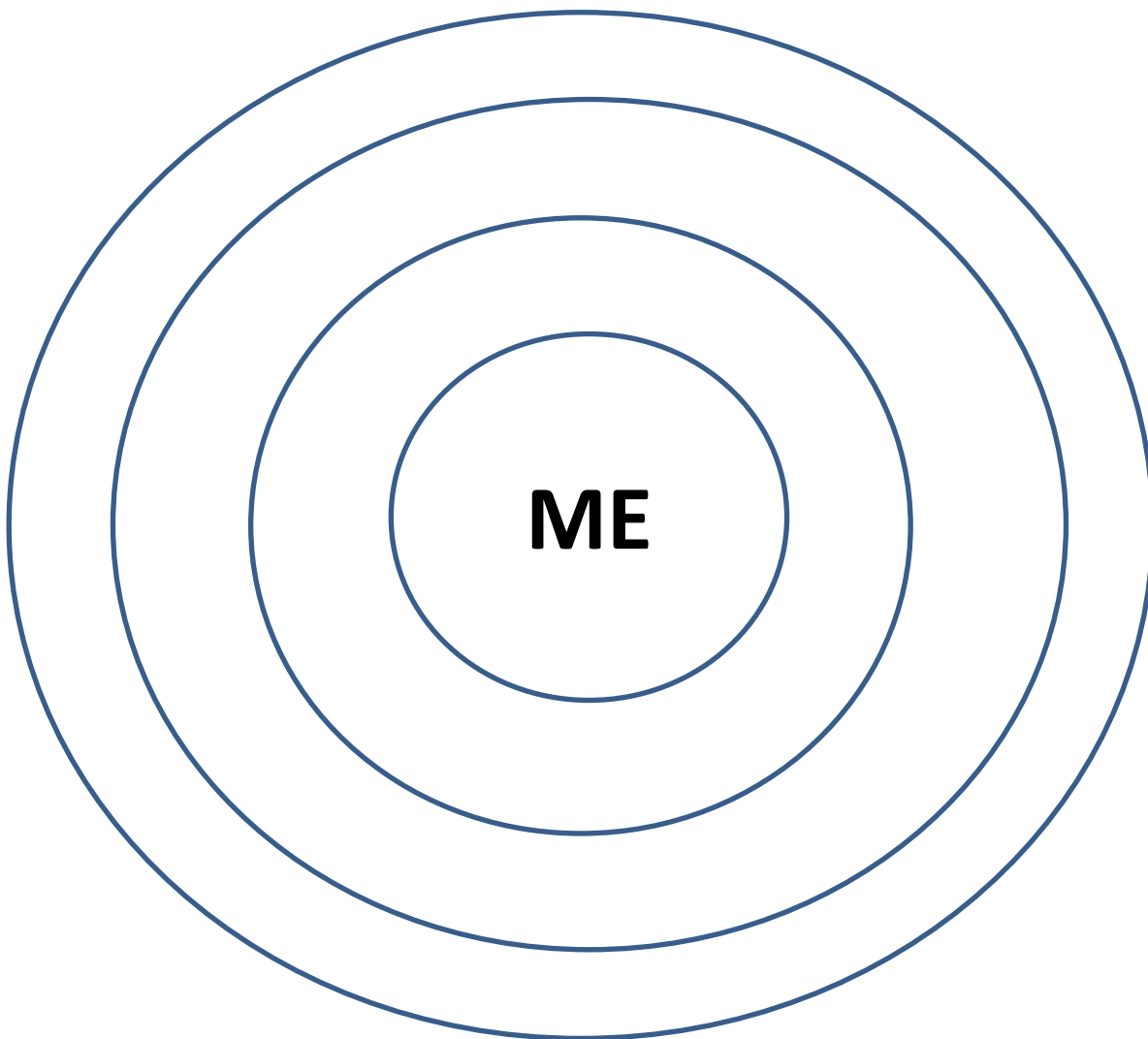
What are the limits to our right to express our views and opinions?

	Should this opinion be limited or not? Yes or no?	Why?
"I think David Cameron is a rubbish Prime Minister"		
"I hate bankers and think we should graffiti their cars"		
"I think all Irish travellers should be banned from our country"		
"I don't like Indian food"		

Inner Circle – Key Influencers (those closest to you that influence you the most)

Middle Circle – Secondary Influencers (school, clubs etc.)

Outer Circle – Other influences from wider society (news, celebrities etc.)



Appendix 22

Worksheet 1

Have a look at the newspaper headline you have just been given and answer the following questions as a group:-

What do you think that story that follows the headline is about?

Which group(s) of people is the newspaper headline about? How do you think the readers will feel about this/these group(s) after reading the headline?

Sometimes newspapers use words to grab their readers' attention. Which words would do this in your newspaper headline? How do you think these words will make readers feel?

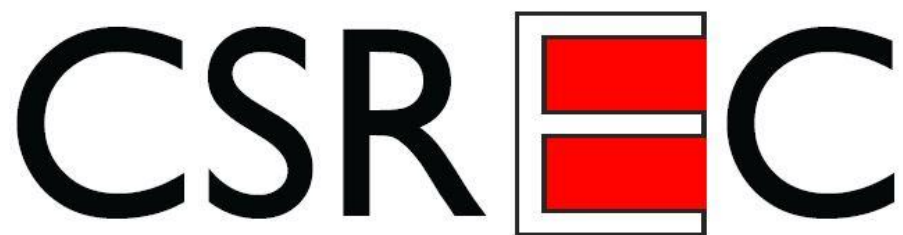
Worksheet 2

Have a look at the factsheet you have been given about your headline and answer the following questions as a group:

What surprised you when you read the facts behind the headline?

Why do you think newspapers write misleading headlines like this one?

How can a headline like this lead to people being prejudiced?



Central Scotland Regional Equality Council
Community Education Centre, Park Street, Falkirk, FK1 1RE

Web: www.csrec.org.uk

Tel: 01324 610950

Email: admin@csrec.org.uk

Facebook: www.facebook.com/CSREC01

Twitter: www.twitter.com/CSREC01