

# Lesson 6:

# Discrimination

## Overview

Students are introduced to the concept of discrimination by the teacher treating some students unfairly when they enter the class. They then go on to explore some of the severe consequences of discrimination by discovering the number of deaths in different genocides. Students work in groups to create their own definitions. Finally students either create a TV news report about real-life discrimination cases or explore discrimination through the videos.

## Starter

### Activity 1 (5mins): Unfair starter (Slides 3-5)

During this activity, you need to provide some preferential treatment to a particular group of students. Suggest saying that all students with brown eyes must stand at the back, and all others can be seated. Explain that it is a new Government seating strategy and aim to provoke a reaction. How does it feel to be treated in this way? Was this fair treatment? Students are praised and seated. Present slide 3 which shows images of discrimination and ask students what they think they are going to learn about.

## Main

### Activity 2 (5mins): Extreme discrimination (Slides 6-7)

Using the slides, present the number of people killed in different genocides. Discuss what they show and explain that they are examples of how extremely prejudicial views can lead to appalling acts of discrimination and, in these cases, murder.

### Activity 3 (5mins): Two minute challenge (Slide 8)

Group in pairs. Students list as many acts of discrimination as they can. Share as a class and do not allow repetition in answers. Alternatively this could be a class discussion.

### Activity 4 (15-20mins): Defining discrimination (Slides 9-24)

Group in 4-5s. Print off slides 10-17 which show different types of discrimination and give every slide to each group. Each person in the group should take one of the print outs and annotate it using words, imagery and examples to create a definition of that type of discrimination. Set a time limit for each person to annotate each print out, then ask them to pass the print out to their partner and repeat until all the print outs have circulated the group. Introduce definitions and examples on the slides.

An alternative option would be to place the print outs in different parts of the room. Then read out the definitions on slides 18-24 without revealing the type of discrimination and ask the students to stand by the word that you have defined.

## Learning objectives

- ▶ Understand that some groups of people can be treated unfairly because of their characteristics.
- ▶ Understand what is meant by discrimination.
- ▶ Be able to identify negative and discriminatory behaviour.

## Subject links

- ▶ Citizenship
- ▶ PSHEE
- ▶ English
- ▶ Drama
- ▶ RE
- ▶ History

## Resources

- ▶ Worksheet:
  - 17 - Video reflection
  - 18-24 - Discrimination case studies
  - 25 - Reporters writing frame
  - 26 - Peer assessment
- ▶ Slides: Lesson 6
- ▶ Video: 1-3
- ▶ Video background notes

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## Activity 5 (Option 1) (20-25mins): Reporters (Slides 25-28)

Worksheets 18-24 include news articles that show real-life reports of discrimination towards different groups of people. Group in 3-4s and assign a news article to each group to create a TV news report. Use the slides to assign the task and to assign roles to each member of the group. A writing frame is provided on worksheet 25. Time each group so they have 10mins to prepare their report. Students will then present their live TV news report to their peers. Worksheet 26 can be used for peer assessment. After each presentation, discuss why the behaviour was wrong and how it could be tackled.

## Activity 5 (Option 2) (20-25mins): Video activity

Explore discrimination through one of the videos. Worksheet 17 provides a reflection sheet that students can complete as written or discussion work.

## Plenary

### Activity 6 (5mins): Fair and unfair (Slides 29-33)

Use the slides to reinforce why discrimination is wrong and to discuss bullying as a form of discrimination. On separate Post-it notes, students write one way of behaving and treating people that is fair, and one way that is unfair. They stick and group them on a wall under fair and unfair categories. Discuss the students' responses, and promote the fair ways of treating each other.

## Support notes

## Extension/homework/extra activity ideas

Use these ideas as inspiration for alternative, differentiation or homework activities, or to develop learning in other subjects or lessons.

### Extension 1: Discrimination - celebrity interview

Play an interview with Dame Tanni Grey Thompson, gold winning Paralympics athlete, talking about how people judge her and treat her differently because she is in a wheelchair: [www.youtube.com/user/EqualityHumanRights#p/search/2/I\\_7qQE5bRw8](https://www.youtube.com/user/EqualityHumanRights#p/search/2/I_7qQE5bRw8)

Discuss how society judges her in a wheelchair. How do people treat her differently? What prejudicial attitudes does Tanni challenge?

You could also play an interview with Alison Lapper, famous disabled artist: [www.youtube.com/user/EqualityHumanRights#p/search/1/z9kdCqTIVW4](https://www.youtube.com/user/EqualityHumanRights#p/search/1/z9kdCqTIVW4)

### Extension 2: What is unfair?

Explore students' perception of what is fair/unfair. Under timed conditions, students work in pairs and firstly list all the things that are unfair. Then repeat with the word fair. Students take it in turns to list 'unique' words on the board under columns. Did they have more fair or unfair words? Present the definition of unfair (behaving in a way that is not treating people equally) and explore whether their words reflect the true meaning of unfairness.

### Useful links/further information

Visit the useful information section of Equal Rights, Equal Respect to access this information:

[www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation](http://www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation)

- ▶ **Video background notes** - synopses and background information to each video.
- ▶ **How fair is Britain?** - [www.equalityhumanrights.com/key-projects/how-fair-is-britain/](http://www.equalityhumanrights.com/key-projects/how-fair-is-britain/) - The Equality and Human Rights Commission Triennial Review provides lots of statistics that demonstrate inequality and discrimination in the UK.
- ▶ **Glossary** - definitions for discrimination and protected characteristics.
- ▶ **Useful links** - useful links to sources of information on discrimination.

Visit the training section of Equal Rights, Equal Respect to access this information:

[www.equalityhumanrights.com/equalrightsequalrespect/training](http://www.equalityhumanrights.com/equalrightsequalrespect/training)

- ▶ **Equality and human rights training video** - training tips for delivering sensitive and controversial topics.

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## Extension 3: Gender discrimination

Discuss and explore the concept of gender discrimination. You could play video 3 to start this activity. Discuss and debate: are men and women given the same opportunities; why are only 3% of child care workers men; what would you think if a boy wanted to be a beautician or a girl a plumber; is pink for girls and blue for boys; is a woman's place in the home etc? The Equality and Human Rights Commission Triennial Review (How fair is Britain?) provides lots of statistics that can aid discussion and debate: [www.equalityhumanrights.com/key-projects/how-fair-is-britain/](http://www.equalityhumanrights.com/key-projects/how-fair-is-britain/)

## Extension 4: Suicide

Students read a news article about someone who was so badly bullied that they took their own life: [www.timesonline.co.uk/tol/news/uk/article1073527.ece](http://www.timesonline.co.uk/tol/news/uk/article1073527.ece). Is it fair that someone should be treated in a way that it drives them to take their own life? Who should have been responsible for helping to protect them? If you have studied human rights, what human rights have been denied? In this case, their right to life has been denied.

## Extension 5: First they came

Read the poem 'First they came', by Pastor Martin Niemoller: [en.wikipedia.org/wiki/First\\_they\\_came%E2%80%A6](http://en.wikipedia.org/wiki/First_they_came%E2%80%A6). What is being described in this poem? How does it make them feel? What message do you think the author is trying to convey? Do you think he could be suggesting that people should speak out for each other on issues of concern, regardless of our group or identity?

## Extension 6: School policies

How is bullying, racism, gender discrimination (i.e. video issues) or any other forms of discrimination tackled in school? Do students think the policies work? Could they be improved in any way? In order for this to be meaningful and real to young people's lives, it is important to identify the channels that students can use to voice any issues or concerns with the current policies so the school can respond e.g. who should they contact, how, what is the process for tackling these issues?

## Extension 7: Power of the media

Extending from activity 5, option 2, deliver lesson 11 to raise students' awareness of how the media can sensationalise the facts and get facts wrong.

## Differentiation ideas

- ▶ In activity 4, students can use words, imagery and examples to aid differentiation.
- ▶ Option 1 of activity 5 could be delivered as mixed ability groups. A writing frame is provided on worksheet 25.
- ▶ Option 2 of activity 5 is more suited to lower ability students

## Prior learning

- ▶ Understanding of the word prejudice and stereotypes is needed (Lesson 5).
- ▶ An understanding of human rights (Lessons 8-10) will enable discussion about discrimination through a human rights perspective - see extension 6.
- ▶ Understanding of characteristics and identities will aid learning (Lesson 3).

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## Preparation and planning

- ▶ Adapt the PowerPoint slides to suit your teaching and class ability.
- ▶ Decide on the best way of delivering activity 1 to suit your students' behaviour and characteristics.
- ▶ Decide which option you will deliver for activity 5.
- ▶ For activity 5, option 1, decide which worksheets you will use and assign them to different groups.
- ▶ For activity 5, option 2, decide which video you will use and whether this will be a written or discussion activity.
- ▶ Consider any sensitivities amongst students as some may be victims of discrimination and could be upset by the subject matter. You could warn students that you will be exploring some controversial subject matter and it is not your intention to upset anyone. If anyone is affected, they can speak to you or email you afterwards. If any disclosures are made, you will need to follow your school's child protection policy.
- ▶ Be aware that some students may express negative attitudes. It is important to allow them to voice their views and they should be probed, but this should be followed by clearly stating that as a community of learners, you don't tolerate offensive and harmful attitudes and promote the importance of respecting each other's differences. If any remarks are directed towards specific students, then it may be necessary to follow up after the class, following your school's bullying policy.