

Proudly supporting
youth social action



Department for
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Ormiston Trust
Improving life chances

Learning about Inclusion and Diversity as part of Youth Social Action



Staff Guide and Lesson Plans Key Stage 3 & 4




The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.

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An Overview of Our Youth Social Action Resources


1 YSA Implementation Guide



Inspire Explore Plan Act Reflect


A comprehensive guide to support the leaders and teacher through the Youth Social Action Process.

2 Implementation Model Guide



These guides will support the leaders in exploring different models which can be adopted to implement YSA into the school.

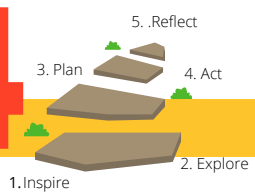
3 Skills Guides



Problem Solving Teamwork Reflection Communication


Skills guide focusing on our key skills such as Problem Solving, Teamwork, Reflection and Communication.

4 5- Step Process



The 5 step process consists of: 1. Inspire, 2: Explore, 3: Plan, 4: Act and 5: Reflect. This is a core part of the YSA process guiding the young people through the project.


5 Curriculum Guides



Poverty Climate Change Inclusion & Diversity Healthy Habits Mental Health KS4 only

Comprehensive guides to support the teaching of YSA through Poverty, CLimate Change, Inclusion and Diversity, Healthy Habits and Mental Health

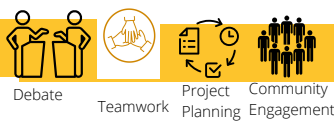
6 Passports



KS2 3 4 5

Passports for each key stage supporting and guiding the young people through their journey of YSA.


7 Additional Guides



Debate Teamwork Project Planning Community Engagement


Detailed guides are available to support teaching additional skills such as Debate, Teamwork, Project planning and Community Engagement.

8 Additional Guides



Additional resources to be developed are:

9 Case Studies



The main aim of the case studies are to provide the users with an overview of YSA projects with lessons learnt to support. These are projects within our core and external schools.

10 Online Resources




All our resources are available on line free of charge.

11 Whole School Quality Assurance



The quality assurance document supports the leaders with the assessment of YSA practise within their educational setting. Allowing them to reflect and plan next steps.

Next Steps



Introduction

Youth Social Action (YSA) refers to the activities taken by young people to develop themselves and positively impact their communities and/or society. Examples of Youth Social Action include organising a neighbourhood clean-up, starting a fundraising campaign for a local charity, advocating for policy changes and becoming a mental health ambassador to help others with their mental health. This document enables staff to teach students about Inclusion and Diversity, which will help them feel more confident coming up with their Youth Social Action project.

This guide is part of a series of similar guides covering key Youth Social Action topics (i.e., Physical Health, Environment, Poverty, and Inclusion and Diversity) developed as part of a 2 year Youth Social Action programme that engaged over 100 schools.

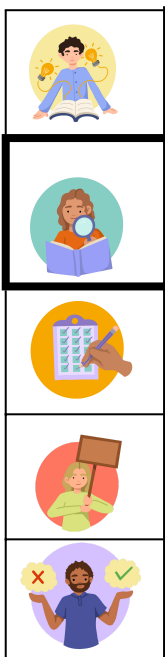
This guide on inclusion and diversity is divided into four sections.

1. Why focus on Inclusion and Diversity?
2. When can we teach young people about Inclusion and Diversity at school?
3. Teaching Inclusion and Diversity: background reading
4. Teaching Inclusion and Diversity: 5 lessons plans

Each lesson plan lightly integrates the learning or practice of a specific life/employability skill such as oracy, teamwork, reflection and/or problem-solving. In addition, each lesson links learning to potential Youth Social Action projects that other young people have delivered to make a difference.

The lessons are typically provided during step 2 of the Ormiston Youth Social Action 5-step process.

Step 2 - Explore



The second step involves further developing the young people's skills, organisation into teams and agreeing to roles. Young people will be learning about social issues as part of the curriculum, undertaking research into issues they care about and existing potential solutions. Potential plans of action that students might deliver to address issues are starting to emerge.

Section 1: Why focus on Inclusion and Diversity?

- Meaning
- Young Person Priority
- School Priority
- Ofsted Priority

Using the 5 step Process to Support Thinking in Youth Social Action

WHY?

What problem do I see or feel?

★ **now** ★
what?

What have I achieved through this? What can I further?

What

How can I discuss this problem with my class?

Learner

When

When can I do this?
In school? Out of school? Who can help/support me?

How?

How can I change this?
What knowledge and skills do I need to learn?

Ofsted and Inclusion and Diversity

Ofsted inspectors will grade an educational organisation's "overall effectiveness" by making judgements around the various Ofsted requirements. These Ofsted requirements include the four key judgement categories: the quality of education; behaviour and attitudes; personal development and; leadership, and management.

Ofsted's Definition of Inclusion and Diversity 31 Jan 2023

Inclusion is the elimination of discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Diversity is a group that should celebrate people from all backgrounds and with different characteristics, and no one should be discriminated against because of being different.

Equality is treating the same, fairly, and having the same opportunities. Equity is slightly different from equality in that it recognises that each person has different circumstances. This means that depending on individual needs, varying types or levels of support might be required to take full advantage of equal opportunities.

How to meet Ofsted requirements for Equality and Diversity

Schools can meet the Ofsted requirements in equality and diversity by:

- **Keeping up to date with Legislative Changes** As a public body responsible for keeping children safe in education, schools must remain up to date on government legislation, policy, and guidance updates. This could include the way in which the designated senior person (who is responsible for safeguarding) supports children and responds to reported cases of abuse or discrimination.
- **Having the Relevant Policies in Place**, Schools should demonstrate to Ofsted their policies and procedures relating to equality and diversity, such as equality policy, bullying policy, safeguarding policy, recruitment policy, admissions policy, extenuating circumstances policy, performance policy, and equality impact assessment policy.
- **Training**, Schools should evidence training that is undertaken by staff and how this is reviewed to demonstrate the impact of that training. Training could include anti-discriminatory practices, ethics and values, and dealing with disclosures.
- **Extra-curricular Activities**, Ensuring that extra-curricular activities are inclusive and promote the advancement of equal opportunity and fostering of good relationships. Ensuring that the curriculum is inclusive of diversity and teaches young people about prejudice and bias.

- **Feedback** - parent, student and staff surveys and how feedback is incorporated into the functioning of the school
- **Young People's Profiles** Schools should understand the differences in their communities to ensure that their functioning promotes equality across all student backgrounds. Schools should collect data and hold records about student-protected characteristics that can be shown to Ofsted.
- **Learning Outcomes** A good demonstration of positive equality and diversity in schools is a record of successful learning outcomes for all young people from a range of backgrounds.

Ofsted requirements in schools are not designed to be burdensome, so schools should not have to complete additional work during their Ofsted inspections. There are many ways that schools can document how they are adhering to equality and diversity. The list above shows just some of the ways that schools can evidence their good practice. Equality and diversity should be routinely upheld in schools to celebrate differences and create an inclusive culture that young people can continue with throughout their lives; to make more positive contributions to society.

Ofsted Framework

Personal Development	The provider prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
Leadership Management	Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example, under the Equality Act 2010, and other duties, for example, in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of learners.
Quality of Education	Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
Behaviour and Attitudes	The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.

Why teach inclusion and Diversity?

Diversity and inclusion help young people learn to empathise with people who are different. Diversity and inclusion can make all young people better learners, allowing them to understand various subjects from multiple points of view.

Inclusive practice ensures that each young person is treated fairly and with respect. By having access to educational content, each young person is able to fully participate in their own learning, which provides them with the skills and resources for later life.

Belonging in the classroom means ensuring that all students feel welcomed, comfortable, and part of the school family. In order to learn, students need to feel safe, cared for, and emotionally connected to their teachers and each other. Feeling a sense of belonging at school can increase students' emotional and physical well-being and better academic performance.

This is equally important as Inclusion and Diversity because all young people should feel that their world is safe and that people care about them and their needs. This will allow them to feel confident in exploring new ideas, learning, and self-expression.

Key Dates to Celebrate Inclusion and Diversity Through the Year

First week of May	International Deaf Awareness Week
2nd April	World Autism Awareness Month
Second week in November	Interfaith Week
20th November	Universal Children's Day.
3rd December	International Day of Persons with Disabilities
10th December	Human Rights Day
4th January	World Braille Day

PSHE - Key Stage 3

L4	Learn about the different groups they belong to
L5	Learn about the different roles and responsibilities people have in their community
L6	Learn to recognise the ways they are the same as, and different to, other people

PSHE - Key Stage 4

L8	Learn about diversity: what it means; the benefits of living in a diverse community; and valuing diversity
L9	Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10	Learn about prejudice, how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced
L15	Learn about the unacceptability and illegality of discrimination and harassment in the workplace and how to challenge it
L13	Learn about the skills and attributes to manage rights and responsibilities at work including health and safety procedures

Teaching Inclusion and Diversity through Citizenship

Key Words: Commonwealth, Diversity, Multiculturalism and Identity.

1. Diversity and better integration will help promote respect and tolerance and build community cohesion. How much do you agree with this statement?
2. We should be free to identify anything we like. How much do you agree with this statement?
3. What makes someone feel or identify as British?
4. Does increased diversity jeopardise community cohesion?
5. Has immigration led to more tension and friction within communities?
6. Should Britain do more to help migrant communities and those seeking to come to Britain?
7. Does the government do enough to protect and promote tolerance and the rights of diverse groups?

Stephen: The murder that changed a nation for young adults 14-19.

It is important to preface that some background knowledge of the murder of Stephen Lawrence should be addressed before showing the film in class.

- Encourage Young people to write a list of things they wonder about in the form of a question.
- Brainstorm why people migrate and why people in the Commonwealth are more likely to come to Britain than any other European country. (People from the Commonwealth are more likely to go to the UK than any other country due to shared history, culture and language).

Possible research topic ideas:

- **Immigrating to the UK**

Under the anti-refugee bill, Priti Patel wants to criminalise people who attempt or manage to reach the UK illegally, but people seeking safety often have to travel without permission.

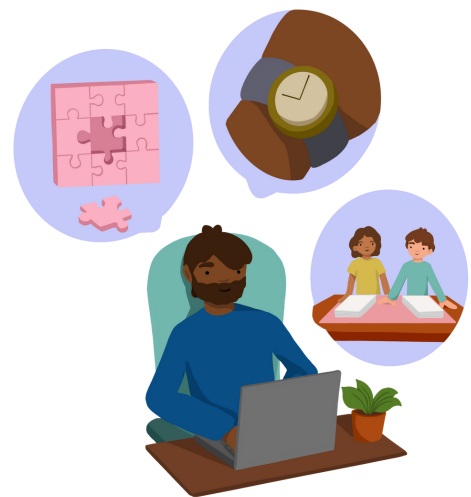
What is the government's strategy for dealing with immigration? Is this legally, ethically, and morally the right thing to do?

- **Windrush** - Between 1948 and 1970, nearly half a million people moved from the Caribbean to Britain, which in 1948 faced severe labour shortages in the wake of the Second World War. Those who came to the UK around this time were later referred to as "the Windrush generation".
- **UK Strategy** - The Windrush scandal was a British political scandal which began in 2018 concerning people who were wrongly detained, denied legal rights, threatened with deportation, and in at least 83 cases, wrongly deported from the UK by the Home Office. **Was this right?**

Section 2: When can we teach about Inclusion and Diversity at school?

Ways of teaching Inclusion and Diversity part of the curriculum

- English
- History
- RE
- Geography
- Art and Drama
- PE



Teaching Inclusion and Diversity through the Curriculum

Teaching Inclusion and Diversity through English

Young people have an awareness that human beings are all different. Besides the physical differences we see, cultural, religious, home and personal preferences make every one of us unique. There will be many aspects similar to others and many that may be different.

It is important to tell students that everyone respects and celebrates each other's differences so we can all get along, learn from each other and share an exciting mix of cultures and experiences.

We may have...
different religions, traditions or cultures.....
diverse languages, ethnicity or coloured skin,
or even varied abilities,
personalities and perspectives,
but we all belong to one human race.
By Kofi Annan...

Poetry is an excellent medium for evoking emotional responses, expressing love, fear, optimism, appreciation, sufferings criticism, suggestions and humour. Poems can be written on any topic, theme, idea etc.

Explore how Day and Night were different and how by working together they produced the best results.

Year	Activity
7 - 9	Rise is a poem about Diversity. Watch the video—Ask the young people to write their poems about diversity and present them in the format of their choice. <u>Rise - A Poem about Diversity.</u>
10-11	Read the Lyrics from the song "Home is Where the heart is" by Elvis Presley. What does this song tell us about where we belong? - Investigate the impact of the Windrush generation. Poems at KS4 Exploring Diversity:

10-11

Honour Killing' by Imtiaz Dharker is a free verse poem about the fight for freedom. The freedom of being able to express oneself and live a life in a manner that is true to one's identity. In this poem, a woman is standing up for her right to make her own choices about how she represents herself.

No Problem by Benjamin Zephaniah explores racial abuse and discrimination he has experienced throughout his life. The speaker asserts that he is not the problem. The problem lies with those who perpetrate this abuse.

London by William Blake centres from a first-person perspective walking through London and commenting on the filth and corruption he sees, including child labour, monarchical abuse, and prostitution he witnesses.

Checking me out History by John Agard The speaker recounts all of the historical figures he was taught as a child. He then lists all of the figures from black history who were not mentioned. He resolves to discover more about his own heritage

Home is where the heart is... by Elvis Presley

Home is where the heart is
And my heart is anywhere you are
Anywhere you are is home

I don't need a mansion on a hill
That overlooks the sea
Anywhere you're with me is home
Maybe I'm a rolling stone
Who won't amount to much

But everything that I hold dear
Is close enough to touch
For home is where the heart is

And my heart is anywhere you are
Anywhere you are is home
Home, home, home, home

Songwriters: Sherman Edwards / Hal David



Teaching Inclusion and Diversity through History

7 - 9	<p>Using one of the videos, look at the changing picture of immigration in the UK. Celebrate the diversity of your school/local community.</p> <p>How immigration shaped Britain History of immigration in the UK Changing the debate: video animation on the impact of immigration on the UK How has immigration changed Britain?</p>
10-11	<p>"The topic of immigration has always divided opinion, especially regarding the economy. Supporters of immigration argue that it creates more jobs, helps boost the economy and keeps inflation down. Opponents argue that immigration causes unemployment, reduces wages, and puts too much pressure on public services such as health and education."</p> <p>'Immigration led to more tension and friction within communities' How far do you agree or disagree with this?</p>

Teaching Inclusion and Diversity through Religious Education

<p>Explore how Day and Night were different and how by working together they produced the best results. Use Day and Night Venn diagram to compare and contrast themes.</p>	
7 - 9	<p>Should Britain do more to help migrant communities and those seeking to come to Britain?</p>
10-11	<p>How can religions work together to make the world a better place?</p>

Understanding that the world is diverse in terms of its physical geography

"And I think to myself, what a wonderful world."

Louis Armstrong Americal Trumpster

Teaching Inclusion and Diversity through Geography Key Stage 3

Discuss what the young people liked about this video. Please focus on the fact that everybody will enjoy different aspects of this and that the video shows the diversity of the creatures and habitats that we have in the world.

Using a range of different resources (including maps, globes and Google maps), compare other places in the world and explore similarities and differences. Can young people name and locate the world's continents using a map?

Draw young people's attention to the different types of landscapes found in parts of the world and explore the world's seven wonders. In groups, research these different locations and find out which country they are in, which continent they are in, the population of this country, and the climate. These facts can then be shared to compare and contrast different physical locations worldwide.

What a wonderful world. Louis Armstrong

Learn the Louis Armstrong version of Wonderful World.

Young people create their own seven wonders of the world. This can be represented in a variety of different ways.

Teaching Inclusion and Diversity through Art and Drama

Inclusion Makes the World More Vibrant

"I want freedom for the full expression of my personality."

Mahatma Gandhi

Use drama to explore how the characters in this story felt at the beginning and end of the Art visit. Are any young people confident enough to tell their version of a piece of artwork?

In groups or as a whole class, one young person describes a picture whilst the other young people attempt to draw what is being explained to them. This activity will highlight that everybody's imaginations are different; however, like in this video, being able to discuss and talk about the artwork can include everybody.

“Don’t put a limit on anything. The more you dream, the further you get.”

Michael Phelps Olympic Medalist

Teaching Inclusion and Diversity through Physical Education

Understand how sporting events unite and connect people from around the globe

Research about the Olympic games – there may be a prior knowledge or understanding of this for young people who have studied Ancient Greece as part of a topic in History. What are the Olympic games? Who participates? What do the Olympic rings represent? Why is the torch significant?

[The Olympics](#) | [Olympic Facts For Kids](#) | [Sports](#) | [Made by Red Cat Reading](#)

- Discuss the Olympics and its benefits – accessible for everybody worldwide to watch, bringing communities together, and championing athletes. Explore the suffix ‘para’, and its meaning.
- How do the Olympic games include different parts of the world and celebrate a range (diversity) of sports? Watch the 1992 Olympics in Barcelona

[Derek Redmond's Inspirational 400m Race at Barcelona 1992](#) | [Throwback Thursday](#)

- Discuss why Derek was unable to complete the race. Why did his father encourage him to finish?
- What can we learn from this?
- In the character of Derek Redmond, write a diary entry before and after the race. In the second diary entry, include a reflection on what advice you would give others if they found themselves in the same situation.

Students watch the video and discuss society's prejudiced views toward [Tanni Grey-Thompson](#).

1. How did people treat her?
2. How did it make her feel?
3. Were your attitudes challenged by the video? What would you do to push the limits?

Students should understand how some wheelchair users get treated differently despite their skills. 5 mins of quiet time for reflection: How do you perceive a differently able person? Has your view changed?

Young people can do this activity before they watch the video, then watch it and redo it. Then they can compare their responses.

Section 3: Background Reading to Support the Effective Teaching of Inclusion and Diversity

- Facts and Figures
- Definitions
- Links to other Organisations that could Support the Delivery of Youth Social Action.

Background Reading

This guide section briefly introduces Inclusion and Diversity through definitions, facts, and figures. It should prepare the teacher (adult) with a starting point.

Definition of Inclusion and Diversity:

- What does the word Diversity mean?
- What does the phrase Inclusion mean?

Questions to be explored throughout the theme and learning:

- What is inclusion?
- What is diversity?
- Why should we celebrate diversity and differences?
- How are people united?
- What would happen if the world lacked diversity?

Definition of Diversity



Diversity is any dimension that can differentiate groups and people from one another.

In a nutshell, it's about empowering people by respecting and appreciating what makes them different in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Definition of Inclusion



Inclusion is the idea that everyone should be able to use the same facilities, participate in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage.

Human Rights


What are Human Rights, and Why Were They First Introduced?

The traumatic events of the Second World War highlighted/identified a time where human rights are not always universally respected. The extermination of almost 17 million people during the Holocaust, including 6 million Jews, was horrifying. After the war, governments worldwide made a concerted effort to foster international peace and prevent conflict. This resulted in the establishment of the United Nations in June 1945.

In 1948, representatives from the 50 member states of the United Nations came together under the guidance of Eleanor Roosevelt (First Lady of the United States 1933-1945) to devise a list of all the human rights that everybody should enjoy.


On 10 December 1948, the General Assembly of the United Nations announced the Universal Declaration of Human Rights (UDHR) - 30 rights and freedoms that belong to all of us. Seven decades on, the rights they included continue to form the basis for all international human rights laws.

The Convention on the Rights of the Child has 54 articles (parts), and most of these articles list the different rights that children have and different responsibilities that the Government and others have to make sure that children have these rights.



2 All children under 18 should enjoy all the rights set out in the UNCRC **without discrimination**, including those with mental health conditions.

NO DISCRIMINATION




6 Every child and young person should enjoy the **same opportunities to grow and develop** in conditions that don't impact negatively on their mental wellbeing.

LIFE, SURVIVAL AND DEVELOPMENT



19 Every child has **the right to protection from all forms of violence**, including the neglect of their mental health, self-harm and suicide.

PROTECTION FROM VIOLENCE



24 Every child has **the right to the best possible health** and to healthcare services that will help them attain this, including mental health.

HEALTH, WATER, FOOD, ENVIRONMENT

A summary of the 30 articles of the Universal Declaration of Human Rights

1. We are all born free with equal rights	2. We have a right to be free from discrimination	3. We have a right to live in freedom and safety	4. We have a right to be free from slavery	5. We have a right to be free from torture or degrading treatment	6. We have a right to be treated fairly by the law
7. We have a right to equal protection under the law	8. We have a right to seek justice when our rights are	9. We have a right to be free from unfair imprisonment or exile	10. We have a right to fair public hearings	11. We have a right to be considered innocent until proven guilty	12. We have a right to privacy & freedom from attacks against our reputation
13. We have a right to free	14. We have a right to protection in other countries from persecution	15. We have a right to belong to a country	16. We have a right to get married	17. We have a right to own things	18. We have a right to our own thoughts and religion
19. We have a right to think and say what we want	20. We have a right to gather peacefully	21. We have a right to take part in government and elections	22. We have a right to a social safety net	23. We have a right to work and join trade unions	24. We have a right to rest and play
25. We have a right to health, food, clothing, and housing	26. We have a right to education	27. We have a right to enjoy the arts and sciences	28. We have a right to enjoy a free and fair	29. We have a responsibility to our COMMUNITY	30. No one can take away our human rights

For more info:

https://www.amnesty.org.uk/whatarehumanrightsutm_source=google&utm_medium=grant&utm_campaign=AWA_GEN_humanrights&utm_content=30%20human%20rights

PLEASE NOTE: THIS SHORT FILM CONTAINS LANGUAGE THAT MAY CAUSE OFFENCE. TEACHER REVIEW IS RECOMMENDED PRIOR TO USE IN CLASS.

Social Inequalities Explained in a \$100 Race - Please watch to the end. This video is used to provoke discussion and understanding only. The main intent of this video is not to highlight racial differences. The race was used as a metaphor only. It highlights that African Americans still lag behind the national average in income and poverty levels.

Reword - In 2015, according to the United States Census Bureau, the median income of Black (should this be African American) households was \$36,544 in comparison to the national median of \$55,775. In 2015, the percentage of the black population (should it say African American?) below the poverty level was 25.4%, whilst nationally, it was 14.7%.

This video is used to provoke discussion and understanding only.

Inclusion and Diversity Key Areas

Cultural Diversity

Cultural diversity is related to each person's ethnicity, and it's usually the set of norms we get from the society we were raised in or our family's values.

This [video](#) gives definitions and examples of cultural diversity and taking part in the fun Whom am I project. The Who Am I project focuses on discussions on personal identity from a cultural perspective.

Multicultural Britain

The UK allows people from different cultures to live in the UK whilst continuing to practise their own cultural traditions rather than expecting them to adapt to, so-called "British" ways.

Cultural Identities

identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion
Zahra Dadd, 25, from Birmingham, is encouraging people to be proud of their culture.

Racial Diversity

Race diversity means the grouping of the human species based on physical traits..... Examples ofWould it be a European race rather than Caucasian?

The race has to do with a person's grouping based on physical traits (despite the dominant scientific view that race is a social construct and not biologically defined). Examples of races are Caucasian, African, Latino and Asian. Video Embracing Inclusion and Diversity

Diversity and Identity

PLEASE NOTE: THIS SHORT VIDEO CONTAINS LANGUAGE THAT MAY CAUSE OFFENCE. TEACHER REVIEW IS RECOMMENDED PRIOR TO USE IN CLASS.

Age Diversity

Age diversity means working with people of different ages and, most importantly, generations.

Celebrating inclusivity and diversity | Age UK [AGE UK](#)

Religious Diversity

This type of diversity means the presence of multiple religions and spiritual beliefs.

We may have...
different religions, traditions or cultures.....
diverse languages, ethnicity or coloured skin,
or even varied abilities,
personalities and perspectives,
but we all belong to one human race.
by Kofi Annan...

Sex / Gender Diversity/ Sexual Orientation

Gender Diversity

A person's gender identity and/or the gender or genders to which they are sexually attracted, being heterosexual, homosexual, etc.

Sexual Orientation

Sexual orientation is an enduring pattern of romantic or sexual attraction to persons of the opposite sex or gender, the same sex or gender, or to both sexes or more than one gender.

Disability Diversity

Like other protected groups, disabled people are not allowed to be discriminated against, harassed or victimised for past or present disabilities.

ACT Alliance supports people with disabilities around the world. It's good for everyone.

This an [excellent video for World Disability Day](#).

A [DIFFERENT](#) deaf girl comes across a paralysed boy from the waist down, but neither of them knows about the other's differences.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Inclusion and Education

The 2020 GEM Report on 'Inclusion and Education: All means all' calls on countries to concentrate on those being left behind and move towards inclusion and education. This video provides an overview of how education that is not inclusive affects children and what can be done to promote change and ensure all children have access to inclusive and equitable quality education. Read more by downloading the [@GEMReport](#)

Ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education.

United Nations Sustainable Goal 4 - Quality Education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous groups and children in vulnerable situations.

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles: human rights, gender equality, promotion of a culture of peace and non-violence; global citizenship; appreciation of cultural diversity, and of culture's contribution to sustainable development.

"I want freedom for the full expression of my personality."

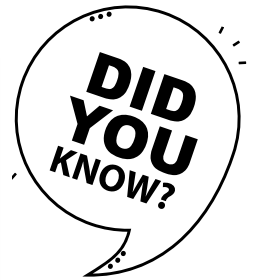
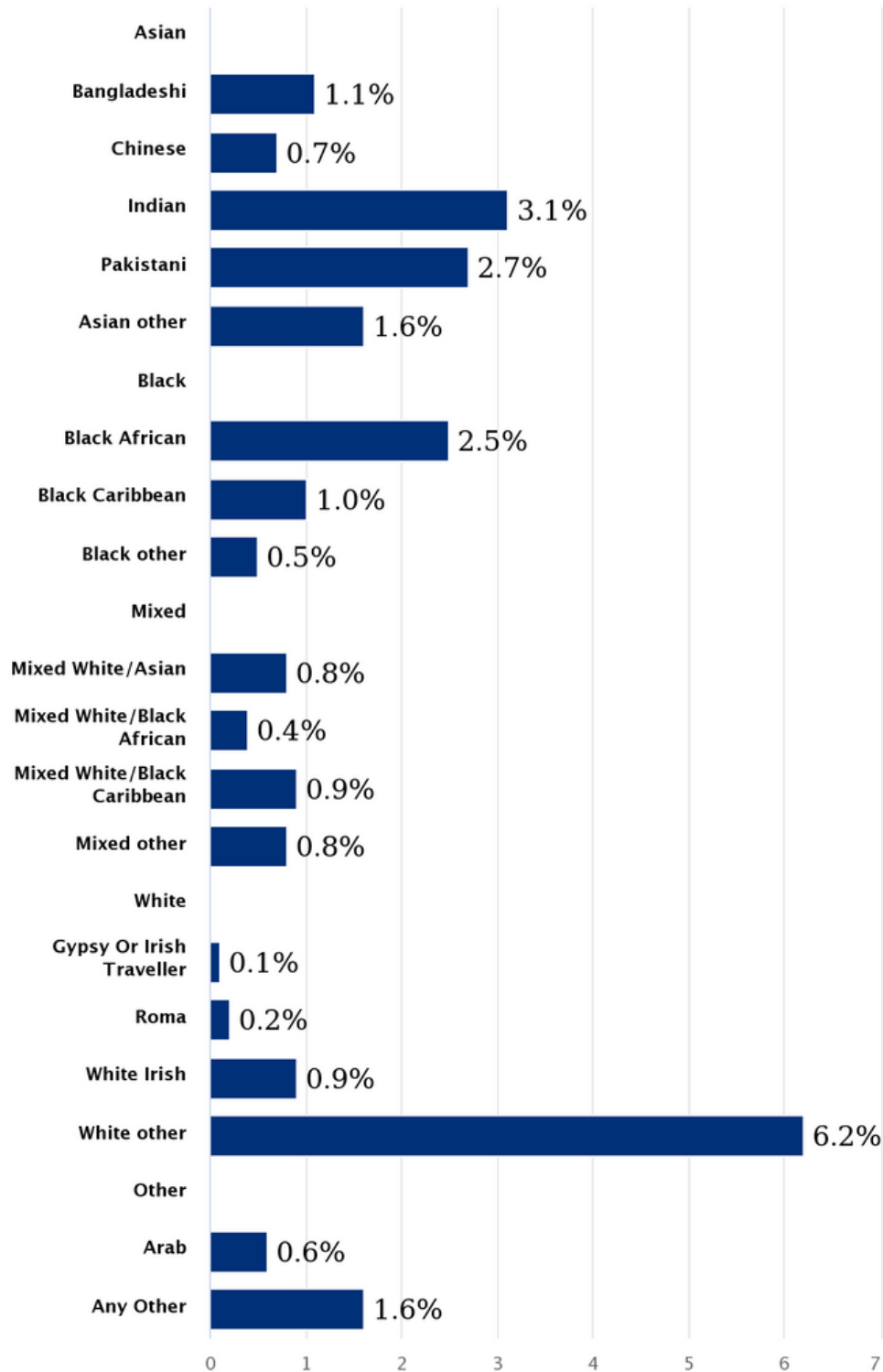
Mahatma Gandhi

Animated video in support of education equity in Europe and Central Asia

Diversity Figures in the UK

This data aims to give an understanding of Diversity in the UK and how multicultural it is. It also links to migration and how many different ethnicities the UK has.

Title: Population of England and Wales by ethnicity (excluding White British). Location: England and Wales. Time period: 2021. Source: England and Wales 2021 Census | Ethnicity Facts and Figures GOV.UK



Location: England and Wales

Time period: 2021

Source: England and Wales 2021 Census

The population of England and Wales by ethnicity (excluding White British)

- According to the 2021 Census, the total population of England and Wales was 59.6 million, and 81.7% of the population was white
- People from Asian ethnic groups made up the second largest percentage of the population (9.3%), followed by black (4.0%), mixed (2.9%) and other (2.1%) ethnic groups
- Out of the 19 ethnic groups, white British people made up the largest percentage of the population (74.4%), followed by people in the white 'other' (6.2%) and Indian (3.1%) ethnic groups
- From 2011 to 2021, the percentage of people in the white British ethnic group went down from 80.5% to 74.4%
- The percentage of people in the white 'other' ethnic group went up from 4.4% to 6.2% – the largest percentage point increase out of all ethnic groups
- The number of people who identified as 'any other ethnic background' went up from 333,100 to 923,800

<https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest>

Section 4: Teaching Inclusion and Diversity - 5 Lesson Plans

Lesson 1: Understand the meaning of Inclusion and Diversity

Lesson 2: Focusing on discrimination and prejudice and how we are all treated differently

Lesson 3 - 5: Understanding Diversity

Teaching Overview Inclusion and Diversity

Lesson 1: Understand the meaning of Inclusion and Diversity	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • With examples, Young people can demonstrate an understanding of Inclusion and Diversity. 	<ul style="list-style-type: none"> • Problem-Solving - I can identify implicit and inferred meaning in texts. • Communication - I can apply the PEEL method using different mediums

Lesson 2: Focusing on discrimination and prejudice and how we are all treated differently	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • With examples, young people can demonstrate an understanding of discrimination and prejudice. • Young people can analyse the benefits and drawbacks of diversity. 	<ul style="list-style-type: none"> • Problem-Solving - I can follow an argument, identify different points of view, and distinguish facts from opinions. • Communication - I can apply the PEEL method using different mediums.

Lesson 3 - 5: Understanding Diversity	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • To demonstrate an understanding of Britain's diversity. • Young people will be able to explain how they can help to promote inclusion and embrace diversity. 	<ul style="list-style-type: none"> • Problem-Solving - Young people can use various reference materials and appropriate resources for different purposes. • Problem-Solving - Young people can follow an argument, identify different points of view, and distinguish facts from opinions.

Lesson 1: Understand the meaning of Inclusion and Diversity

Lesson Objectives

- With examples, Young people can demonstrate an understanding of Inclusion and Diversity.

Skills Objectives

- Problem-Solving - I can identify implicit and inferred meaning in texts.
- Communication - I can apply the PEEL method using different mediums



National Curriculum: Citizenship, PSHE, English

Inclusion is the idea that everyone should be able to use the same facilities, participate in the same activities, and enjoy the same experiences, including those with a disability or other disadvantages.

Diversity is any dimension that can be used to differentiate groups and people from one another. In a nutshell, it's about empowering people by respecting and appreciating what makes them different in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Time	Task
15 mins	<u>Putting people in boxes</u> When we label people and put them in different boxes, we don't see PEOPLE for who they truly are. This video proves that we have a lot more in common than we think, and we should keep that in mind when we encounter anyone who might seem different from we are.
30mins	<p>What is <u>inclusion</u>?</p> <p>What is <u>Diversity</u>?</p> <p>Question: what prevents people from being included in activities? This may generate a range of different answers. This will be a good opportunity to explore, at an appropriate level, some of the young people's suggestions. These may include the theme of gender, race, culture, religion, or physical disability.</p>

	<p>https://www.youtube.com/watch?v=QXY5TyCUTlo</p> <p>Use drama to explore how the characters in this story were feeling at the beginning of the Art visit and at the end. Are any Young peoples confident enough to tell their own version of a piece of artwork?</p>
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15 mins	<p>Using your communication skills, play a game of Charades based on Inclusion and Diversity films.</p> <p>Charades is a guessing game. You have to communicate using other forms of non-verbal communication. The more you play these games and see how other people interpret body language and actions, the better your non-verbal communication skills will become because you will be able to hone them</p>
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How to Train Your Dragon	Mulan
Finding Nemo	Finding Dory
The Miracle Worker	Wonder
Zootopia	Akeelah & the Bee
Coco	Moana

<p style="text-align: center;">How to Train Your Dragon</p> <p>Children will get to learn how they should treat people with disability. It follows the story of Toothless, a young dragon who won't be able to fly with his rider because an accident damaged his tail.</p>	<p style="text-align: center;">Mulan</p> <p>Although it is from the 90s (with a live-action remake currently being shown), Mulan teaches them about female empowerment.</p>
<p style="text-align: center;">Finding Nemo</p> <p>A favourite family movie that can teach you about inclusion and diversity is Finding Nemo. The story follows the clown fish Marlin, who is a very dedicated single father to his only son Nemo, who has a hard time swimming because of his small fin. Nemo somehow goes missing one day, leading Marlin to swim through the ocean to find him and meet several diverse characters along the way.</p>	<p style="text-align: center;">Finding Dory</p> <p>The story follows the clown fish Marlin, who is a very dedicated single father to his only son Nemo, who has a hard time swimming because of his small fin. Nemo somehow goes missing one day, leading Marlin to swim through the ocean to find him and meet several diverse characters along the way.</p>
<p style="text-align: center;">The Miracle Worker</p> <p>The Miracle Worker is a unique live-action film released by Disney featuring the story of Hellen Keller, a young child born blind, mute and deaf, and her teacher Anne Sullivan who is very dedicated to helping Hellen discover her unique way of communicating with people. This story is heart-warming and can teach your children about people with disabilities and their strong will.</p>	<p style="text-align: center;">Wonder</p> <p>Wonder is based on a 2012 book that talks about the story of 10-year-old Auggie, who was born with facial disfigurement.</p>
<p style="text-align: center;">Zootopia</p> <p>One of the animated films that are considered one of the best when it comes to teaching cultural diversity and racism to kids is Zootopia. The story features a city where animals live together and the adventure of a bunny – who is the first police officer from their race – and a very sly fox who has to team up to solve a unique case happening around the metropolis.</p>	<p style="text-align: center;">Akeelah & the Bee</p> <p>This movie follows the story of a little girl who hails from one of LA's toughest neighbourhoods. The girl later discovers that she has a talent for spelling and doesn't have to change who she is to be able to fit in with the people around her.</p>
<p style="text-align: center;">Moana</p> <p>This movie boasts a wonderful role model in Moana, who's set on being a strong, successful leader for her people, and offers a thoughtful representation of Polynesian culture.</p>	<p style="text-align: center;">Coco</p> <p>Disney/Pixar's vibrant film explores the traditions of the Day of the Dead, a celebratory holiday to remember the dead, mostly celebrated in Mexico.</p>

Lesson 1: Understand the meaning of Inclusion and Diversity


1

Lesson 1: Understand the meaning of Inclusion and Diversity



2

"In diversity there is beauty and there is strength."
Maya Angelou.






National Curriculum: Citizenship, PSHE, English


3

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> With examples, Young people can understand the meaning of Inclusion and Diversity. 	<ul style="list-style-type: none"> Problem-Solving - I can identify implicit and inferred meaning in texts. Communication - I can apply the PEEL method using different mediums



National Curriculum: Citizenship, PSHE, English

4



When we label people and put them in different boxes, we don't see PEOPLE for who they truly are. This video proves that we have a lot more in common than we think, and we should keep that in mind when we encounter anyone who might seem different from us.

5

Diversity is any dimension that can be used to differentiate groups and people from one another. in a nutshell, it's about empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Inclusion is the idea that everyone should be able to use the same facilities, participate in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage.

6

Question: What prevents people from being included in activities?

7



8

Using your communication skills play a game of Charades

9





Do not share with pupils.

How to Train Your Dragon	Mulan
Finding Nemo	Finding Dory
The Miracle Worker	Wonder
Zootopia	Akeelah & the Bee
Coco	Moana

<p>How to Train Your Dragon Children will get to learn how they should treat people with disability. It follows the story of Hiccup, a young dragon who won't be able to fly with his rider because an accident damaged his tail.</p> <p>Finding Nemo A favourite family movie that can teach you about inclusion and diversity is Finding Nemo. The story follows the clown fish Marlin, who is a very dedicated single father to his only son Nemo, who has a hard time swimming because of his small size. Nemo's parents were missing one day, leading Marlin to swim through the ocean to find him and meet several diverse characters along the way.</p> <p>The Miracle Worker The Miracle Worker is a unique live-action film directed by Doree featuring the story of Helen Keller, a young child born blind, mute and deaf, and her teacher Anne Sullivan who is very dedicated to helping Helen discover her unique way of communicating with people. This story is a heart warming film which can teach children about people with disabilities and their strong will.</p> <p>Zootopia One of the animated films that are considered one of the best when it comes to teaching cultural diversity and racism to kids is Zootopia. The story features a city where animals live together and the adventure of a bunny - who is the first police officer from their race - and a very shy fox who has to team up to take a suspect back happening around the metropolis.</p> <p>Moana This movie boasts a wonderful role model in Moana, who's set on being a strong, courageous leader for her people, and offers a thoughtful representation of Polynesian culture.</p>	<p>Mulan Although it is from the 90s (but a live-action remake currently being shown), Mulan teaches them about female empowerment.</p> <p>Finding Dory A favourite family movie about inclusion and diversity is Finding Nemo. The story follows the clown fish Marlin, who is a very dedicated single father to his only son Nemo, who has a hard time swimming because of his small size. Nemo's parents were missing one day, leading Marlin to swim through the ocean to find him and meet several diverse characters along the way.</p> <p>Wonder Wonder is based on a 2012 book that talks about the story of 10-year-old Ruggie, who was born with facial disfigurement.</p> <p>Akeelah & the Bee This movie follows the story of a little girl who talks from one of L.A.'s toughest neighbourhoods. The girl later discovers that she has a talent for spelling and doesn't have to change who she is to be able to fit in with the people around her.</p> <p>Coco "Disney Pixar's vibrant film explores the traditions of the Day of the Dead!"</p>
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Lesson 2: Focusing on Discrimination and Prejudice and how we are all Treated Differently

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • With examples, young people can demonstrate an understanding of discrimination and prejudice. • Young people can analyse the benefits and drawbacks of diversity. 	<ul style="list-style-type: none"> • Problem-Solving - I can follow an argument, identify different points of view, and distinguish facts from opinions. • Communication - I can apply the PEEL method using different mediums.

				National Curriculum: Citizenship, PSHE, English
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Timings	Tasks
10 mins	Watch Emma Watson's speech on gender equality and list all aspects in her speech that make it persuasive and what could be improved. Think about how many times the key message was repeated, her intention, tone, expression, language, the audience's reaction, the risks that she took etc.
35 mins	<p>What is discrimination? Introduce young people to different types of discrimination.</p> <p>How is bullying, racism, gender discrimination or any other forms of discrimination tackled in school? Do students think the policies work? Could they be improved in any way?</p> <p>Before focusing on the policies, ask young people to come up with 1 thing they would expect in their policies.</p> <p>Are the top 10 from the class reflected in your school's policy? How can you make the changes to reflect your needs?</p>

10mins	<p><u>The history of the paralympic movement</u> A documentary about the history of the Paralympic Movement which all began with the pioneering techniques of Professor Sir Ludwig Guttmann at Stoke Mandeville, England</p> <p>A powerful message on the journey of making change.</p>
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Lesson 2: Focusing on discrimination and prejudice and how we are all treated differently

1

Lesson 2: Focusing on Discrimination and Prejudice and how we are all Treated Differently



2

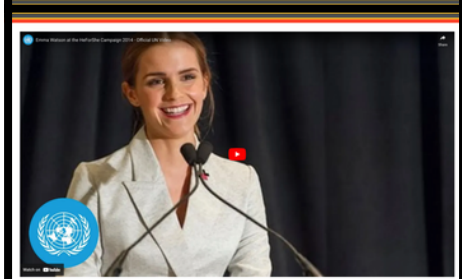
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> With examples, young people can demonstrate an understanding of discrimination and prejudice. Young people can analyse the benefits and drawbacks of diversity. 	<ul style="list-style-type: none"> Problem-Solving - I can follow an argument, identify different points of view, and distinguish facts from opinions. Communication - I can apply the PEEL method using different mediums.

National Curriculum: Citizenship, PSHE, English

3

**My religion is very simple.
My religion is kindness.**
 – Dalai Lama

4



5

What is inclusivity?



6

Why is inclusion important?

7

What are Human rights, and why were they first introduced?

The traumatic events of the Second World War brought home that human rights are not always universally respected. **The extermination of almost 17 million people during the Holocaust, including 6 million Jews, was horrifying.** After the war, governments worldwide made a concerted effort to foster international peace and prevent conflict. **This resulted in the establishment of the United Nations in June 1945.**

In 1948, representatives from the 50 member states of the United Nations came together under the guidance of Eleanor Roosevelt (First Lady of the United States 1933-1945) to devise a list of all the human rights that everybody across the world should enjoy.

On 10 December 1948, the General Assembly of the United Nations announced the Universal Declaration of Human Rights (UDHR) - 30 rights and freedoms that belong to all of us. Seven decades on and the rights they included continue to form the basis for all international human rights law.

8

A summary of the 30 articles of the Universal Declaration of Human Rights



9

WHY CHILD RIGHTS & INCLUSION?

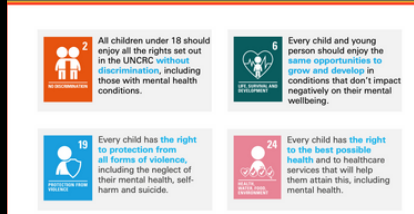


10

THE EQUALITY ACT 2010

- The Equality Act 2010 covers all aspects of school life including how a school treats students, parents, carers, staff and the wider community.
- Everything a school does must be fair, non-discriminatory and not put individuals or groups at a disadvantage.
- The Act defines several types of unlawful behaviour, including:
 - Direct discrimination.
 - Indirect discrimination.
 - Failing to make reasonable adjustments for disabled pupils or staff.
 - Discrimination arising from disability.
 - Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

11



2 All children under 18 should enjoy all the rights set out in the UNCRH without discrimination, including those with mental health conditions.

6 Every child and young person should enjoy the same opportunities to grow and develop in conditions that don't impact negatively on their mental wellbeing.

19 Every child has the right to protection from all forms of violence, including the neglect of their mental health, self-harm and suicide.

24 Every child has the right to the best possible health and to healthcare services that will help them attain this, including mental health.

12

United Nations Sustainable Goal 4 - Quality Education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

13

We may have...
different religions, traditions or cultures.....
diverse languages, ethnicity or coloured skin,
or even varied abilities,
personalities and perspectives,
but we all belong to one human race.


By Kofi Annan...

14

Rise a poem about Diversity. Watch video—pupils write their poems about diversity and present them in the format of their choice.

Rise - A Poem about Diversity

15



684A Film: The Plunge Who Didn't Want to Be First

Lesson 3 - 5: Understanding Diversity	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To demonstrate an understanding of Britain's diversity. Young people will be able to explain how they can help to promote inclusion and embrace diversity. 	<ul style="list-style-type: none"> Problem-Solving - I can use various reference materials and appropriate resources for different purposes. Problem-Solving - I can follow an argument, identify different points of view, and distinguish facts from opinions.

Curriculum link: Young people are taught how citizens can contribute to the improvement of their community, including the opportunity to actively participate in community volunteering and other forms of responsible activity.

In this lesson, students understand migration, enabling them to create their own informed opinions about immigration in the UK and Britain's diversity and multiculturalism. Students should also be aware of how to welcome others and embrace diversity.

				National Curriculum: Citizenship, PSHE and English
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<h1>Keywords</h1>	<p>An Asylum Seeker is someone who has left their country and is seeking protection from persecution and serious human rights violations in another country but who hasn't yet been legally recognised as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right.</p>
<p>Migrants are people who leave their country because they want to work, study or join the family. Others feel they must leave because of poverty, political unrest, gang violence, natural disasters or other serious circumstances.</p>	<p>A refugee is a person who has fled their own country because they are at risk of serious human rights violations and persecution there. A legal process is used to determine whether an asylum seeker is considered a refugee under international, national or regional law.</p>

Lesson 3-5: Understanding diversity (continued)

Inclusion and Education

The 2020 GEM Report on 'Inclusion and Education: All means all' calls on countries to concentrate on those being left behind and move towards inclusion and education. This video provides an overview of how education that is not inclusive affects children and what can be done to promote change and ensure all children have access to inclusive and equitable quality education. Read more by downloading the [@GEMReport](#)

Ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education.

Time	Task
5 mins	<p>Students should be made aware of the differences between a refugee, asylum seeker and migrant. Go through the keywords.</p> <p>it is important to understand that, just because migrants do not flee persecution, they are still entitled to have all their human rights protected and respected,</p>
10mins	<p>Memory Game: Put the young people in groups of 4-6. Each group needs paper and a pen for each participant.</p> <p>A3 Sheets of paper - Pens.</p> <ul style="list-style-type: none">• The objective of this activity is for the teams to remember as many items on the two slides as they can.• They can look at them in any order.• However, they must only look at each slide twice and for a minute at a time (adjust this accordingly for your class).• The teams must not write anything down when the slides are being shown. <p>Discussion Points: After one view, encourage your teams to think strategically & discuss these points:</p> <ul style="list-style-type: none">• How many did your team remember correctly?• What strategies did you use as a team to help you remember the items?• How can we work as a team to remember all the items?• Are there any methods we can use to remember all the items?• When the activity is complete, ask them:• What type of communication was used in attempting to solve the problem?• Did we communicate well as a team? Why? Why not?

10mins	<p>Watch this video as a class. Hiba's Story: Ten-Year-Old Syrian Refugee UNICEF USA</p> <p>Students discuss these questions. Imagine leaving your home and going to another country to find safety.</p> <ul style="list-style-type: none"> • How would you feel? • What would you take with you? <p>Ask the students these questions before they watch the video. Then watch the video.</p> <p>What is Heba; a refugee, asylum seeker or migrant? Why?</p> <p>After watching the video, would you change anything that you would bring with you? Did how you imagined you would feel, change after you saw the video?</p>
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45 mins	<p>Debate Rules</p> <p>Remind the young people about the importance of preparing for a debate, understanding its rules, and ensuring they actively listen.</p> <p>Debate</p> <p>Students could debate whether our borders should be open or closed. This could be a House of Commons-style debate with more able students.</p> <p>Debate- Under the anti-refugee bill, Priti Patel wants to criminalise people who attempt or manage to reach the UK irregularly. But people seeking safety often have to travel without permission. Is this the correct approach to dealing with immigration?</p> <p>Once the debate is done, the lessons need to reflect back on the LOs for the lessons, which were;</p> <ul style="list-style-type: none"> • Understanding the UK's diversity. There needs to be an activity where this is pulled together to link the lesson content and this LO. The debate topic covers the UK Anti-Refugee Bill. Now students need to discuss/activity what they understand regarding the UK's diversity which is the lessons LO.
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Lesson 4	<p>Prepare your debate</p> <p>Agree on some rules for your debate.</p>
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Lesson 5	<p>Present your debate</p>
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References:

Inclusion and Diversity <https://globaldiversitypractice.com/what-is-diversity-inclusion/>

Campaigning https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2019/09/Outrightpack2019_v9.pdf

Types of Diversity
<https://resources.workable.com/hr-terms/the-types-of-diversity>

Data and statistics <https://www.ons.gov.uk/people-population-and-community/cultural-identity/ethnicity>

Human rights
https://www.amnesty.org.uk/what-are-human-rights?utm_source=google&utm_medium=grant&utm_campaign=AWA_GEN_human-rights&utm_content=30%20human%20rights

National curriculum
<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4>.
National curriculum

Proudly supporting
youth social action



Department for
Digital, Culture
Media & Sport



Ormiston Trust
Improving life chances



The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.