

YEAR 9 LESSON 3 TITLE Diversity

KEY CONCEPTS

- ◆ Appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation
 - ◆ Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives
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KEY PROCESSES

- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
 - ◆ Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
 - ◆ Challenge prejudice and discrimination assertively
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CONTENT

- ◆ The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities
 - ◆ Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex – including civil partnerships
 - ◆ Examples of diverse values encountered in society and the clarification of personal values
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LEARNING OUTCOMES by the end of the lesson, pupils will be able to:

- ◆ Understand more about how prejudice about sexuality and gender affect our life chances
 - ◆ Understand more about starting relationships
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RESOURCES

- 'Role' cards
- 'Car Park Questions' sheet
- 'First Date' illustrations (on CD-ROM)

LESSON PLAN

Activity 1 – Car Park

Timing

15 mins. approx

Resources

'Role' cards; 'Car Park Questions' sheet

Give individuals or pairs one of the role cards (more than one person can take on the same role card, so prepare several copies), and make it clear that they must NOT show their card to anyone else. If possible, then get all the students to form a single straight line across the room.

Read out each question from the 'Car Park Questions' sheet in turn. Students must answer in role – if they answer 'yes', they can take one step forward (or give themselves a point if only limited space is available). Once you have gone through all of the questions, look for the 'winner'.

When the game is over, ask the class questions such as:

- ❖ How did it feel to play that role? How did the 'losers' feel?
- ❖ What was learned about how discrimination or prejudice works?
- ❖ What could be done to make things different?

Activity 2 – First Date

Timing

25 mins. approx

Resources

'First Date' illustrations (on CD-ROM)

Divide the class into pairs or threes, and give each group a set of the 'First Date' illustrations. Get them to look at each picture and then write down the thoughts of each young person. On the LEFT hand-side of the sheet, ask them to write down what the young people might be saying, and on the RIGHT hand-side what they might actually be thinking.

When all the groups have finished, have a class discussion about the answers. Ask questions such as:

- ❖ *Why is there a difference between what people say and what they think?*
- ❖ *Should you say exactly what you are thinking all the time?*
- ❖ *What would make these situations more likely to be positive and enjoyable rather than difficult?*
- ❖ *Are the thoughts of the young women or young men more likely to be negative or positive?*
- ❖ *Are there differences for gay young people in these sorts of situations?*

**Single
heterosexual
man**

Gay man

**Single
heterosexual
woman**

Lesbian

**A man
with HIV**

**A woman
with HIV**

A single parent

If people knew who you were, could you:

- ❖ Have sex legally at 16?
- ❖ Expect your family to meet your partner?
- ❖ Expect people to treat you the same as everyone else?
- ❖ Expect sex education at school to be useful to you?
- ❖ Adopt a child?
- ❖ Join the army?
- ❖ Get married?
- ❖ Feel safe walking the streets after dark?
- ❖ Kiss your partner in public?
- ❖ Hold hands with your partner in public?
- ❖ Expect to be treated fairly by the police?
- ❖ Be able to get insurance easily?
- ❖ Be able to work in any job you were qualified for?





