

Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- For background knowledge read the DfE Advice on the Equality Act <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>



Resources required

- Interactive whiteboard resource: Equality and the law.



Aim of lesson

- To understand more about discrimination and the groups covered by the equality act.



Learning outcomes

- I can describe discrimination.
- I can explain that groups of people are protected by the Equality Act.
- I can describe ways to challenge prejudice and discriminatory behaviour.



Key questions

- What are the protected characteristics?
- Who can help if I experience discrimination or prejudice?
- What helps to promote equality?



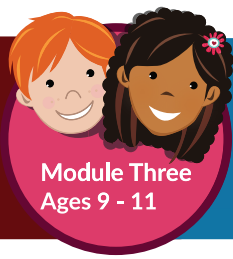
Differentiation

- Ideas for differentiation and supporting all pupils or occasional additional activities



Introduction to lesson and baseline assessment

1. Revisit *ground rules* and ask pupils if they can tell you the key terms learned in the previous lesson.
2. Think back to the interaction activity last lesson. In small groups, ask pupils to write a list of how people get grouped in communities. Some of these may be by choice although some may not. For some groups there might be something visible that means they might be put in a particular group, for some there will not.
Think about how people in these groups might feel if they are prejudiced or discriminated against because they belong to that group. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

3. Open the animation on the screen. You will see Tom and Yasmine outside a shop which has a sign 'Only one child allowed at a time' on it. Tom and Yasmine look a bit surprised. Discuss this with the class asking the following types of question:
 - a. what do we think of this sign?
 - b. what is it implying about children?
 - c. is it fair?
 - d. are there other ways children are discriminated against that are not helpful to them becoming independent young people?
 - e. is there anything Yasmine and Tom could do if they weren't happy with this?
4. Explain that the Equality Act, 2010 provides protection under the law for certain groups of people who have historically been discriminated against. Explain/recap what discrimination means. Show the interactive whiteboard slide and using the letter clues see if pairs of pupils can identify the difference protected characteristics. Then, show the slide with the complete groups.
5. Discuss as a class ideas of rights and responsibilities and how we all have rights, but also responsibilities to treat others well.
6. In small groups think about how people can challenge prejudice and discriminatory words and actions, whilst keeping safe. For example, to educate people, explain to people that it is unfair, mix with other groups, awareness campaigns, report to police if necessary. Share best idea with the class.
7. Split the class into groups of three or four and ask them to come up with a slogan, logo, poster or memo that promotes equality for one or more group, pupils could think back to the list of groups they created at the start of the lesson.



Plenary and endpoint assessment

- Discuss what to do, or who to go to, if we experienced prejudice or discrimination.
- Revisit the graffiti sheets from the start of last lesson. Using different colour pens add new responses and correct any responses that they now know are incorrect or need adding to.



Embedding learning

- Display logos or slogans.