

EQUALITY IN

SECOND-LEVEL SCHOOLS

A Training Manual for Educators and Trainers



Equality in Second-level Schools

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First published in February 2014 by The Equality Authority

Birchgrove House, Roscrea, Co. Tipperary

and

Jervis House, Jervis Street, Dublin 1

www.equality.ie

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ISBN 978-1-908275-65-3

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Acknowledgements

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Advisory Committee

The Equality Authority would like to acknowledge the contribution of members of the Advisory Committee that supported the development of the training on which this manual is based.

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Paul Maher, Age and Opportunity

Gerard Scully and Keelin McCarthy, Age Action

Anne Molloy, Amnesty International

Dr. Máirín Wilson, Church of Ireland College of Education

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Brian Sheehan, GLEN (Gay and Lesbian Equality Network)

Alphonse Basogomba, Intercultural and Diversity Education Committee (IDEC) and Clare Intercultural Network (CIN)

Fidelma Joyce, Irish Human Rights Commission

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Anne Walsh, National Youth Council of Ireland

Hilary Harmon, Pavee Point

Conor Harrison, Professional Development Service for Teachers

Mary Geraldine Shevlin, Teachers' Union of Ireland

Dr. Gerry Mac Ruairc, School of Education, UCD

Mags Liddy, University of Limerick

Dr. Declan Fahie

Particular thanks are due to Conor Harrison for putting together the list of resources included in this training manual and to Marian Farrelly for providing information to make appropriate links with the primary curriculum.

Student Voice

The inclusion of student voice was an important aspect of the training. This would not have been possible without the support of the Irish Traveller Movement's Yellow Flag programme, the Young Social Innovators programme and the Irish Human Rights Commission's Express Yourself! programme. Very sincere thanks to Kirsty Real from the Young Social Innovators' Youth Panel and students from Margaret Aylward Community College, Roscommon Community College, St Aidan's Community School, Larkin Community College and St Laurence College. They made a significant contribution to the training through their insights into engaging with equality, human rights or social justice activities and actions in the classroom, the school and the community.

Foreword

Equality in Second-level Schools: A Training Manual for Educators and Trainers is based on training delivered to second-level teachers on how to guide discussion and action on equality.

The rationale for the training developed out of previous curriculum based work that the Equality Authority was engaged in with the Professional Development Service for Teachers, the CDVEC Curriculum Development Unit and second-level teachers. This led to the development of resources on stereotyping and equality for the Civic, Social and Political Education (CSPE) and Transition Year curricula. The value of providing practical training to support second-level teachers to use the resources was identified. Also, in the context of the merger between the Equality Authority and the Irish Human Rights Commission (IHRC), links were made with the IHRC Express Yourself! action project for CSPE.

The key resources from which activities in this training manual are drawn include:

- O'Shea, K. (2011) *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education* (Dublin: Equality Authority and Professional Development Service for Teachers)
- Gannon, M. and Ruane-Kelly, A. (2012) *Equality and Diversity: Building a Culture of Equality in our Society – A Citizenship Education Resource for Transition Year and Key Stage 4* (Dublin: CDVEC Curriculum Development Unit)
- O'Shea, K. (2012) *Grounds for Action: Building a Culture of Equality in our Society – A Citizenship Education Resource for Transition Year and Key Stage 4* (Dublin: Equality Authority)
- Irish Human Rights Commission (2013) *Express Yourself! Young People Promoting Human Rights and Equality in Ireland: 6-Step Teacher Guide to CSPE Action Project & Exhibition* (Dublin: Irish Human Rights Commission)
- CDVEC Curriculum Development Unit (2012) *Tackling Controversial Issues in the Citizenship Classroom* (Dublin: CDVEC Curriculum Development Unit)

We hope that the training manual will support second-level teachers to use equality-based teaching resources across the curricula. These resources provide ideas and methodologies to engage students in discussing and taking action on equality, human rights and social justice issues in the classroom, the school and the community. Exploring and taking action in these areas supports the development of key skills across curricula including critical and creative thinking, communication, active citizenship and working together. Many of the activities and methodologies can be applied in the context of citizenship education, the new junior cycle framework and across subject areas including, for example, religious education, English, Irish, history, geography, home economics, social and health studies.

Renée Dempsey
Chief Executive Officer
Equality Authority

Introduction

This manual is presented as a tool for educators and trainers. It is based on two and a half days of training delivered to second-level teachers on how to guide discussion and take action on equality in the curriculum and the school. While it is based on practice, it is best used by taking into account:

- your context
- your audience
- your aim and objectives

It is presented in four sections as follows:

Section 1: Preparation

Section 2: Training Day 1

Section 3: Training Day 2

Section 4: Resources

The manual is designed to be user friendly and each of the training sections comprises a number of activities. Each activity is presented under the following headings:

- Rationale
- Key learning points
- Materials required
- Time required
- Process

That description of each activity is followed by the relevant materials needed for that activity: worksheets, training notes, and various templates to copy for use by the teachers or for display during the activity. One of the activities (no. 19) incorporates student voice and requires the participation of students who have undertaken equality, human rights or social justice actions in their community or school. For some of the activities, you will need a projector with sound and access to the Internet to show specific films or will need to have downloaded the film for playing from stored media such as a DVD or memory stick.

It is suggested that you begin by reading *Section 1: Preparation* which sets out a number of reflective questions aimed at enabling you as the trainer to think through how you might use the manual effectively. *Sections 2 and 3* present the training as it was delivered – one full day followed by a residential session that included an evening and another full day. *Section 4* provides links to a range of educational resources related to equality, human rights and social justice.

If you deliver the training in a different format – for example over a number of evenings instead of over two sessions of 1 day and 1.5 days – then you may wish to change some of the activities to suit the way in which you are delivering it.

Section 1:

Preparation

Section 1: Preparation

In preparing to use this training manual there are a number of important questions to consider.

Who is the training for?

The training as it is presented in this manual is designed for second-level teachers who have a desire to and interest in developing their capacity to bring equality, human rights and social justice issues into their curriculum content, their teaching practice and their school.

The training is relevant for a broad range of subject specialists and it aims to support them to introduce the concepts of equality and human rights into their teaching across the curriculum. It goes beyond the remit of any particular subject area such as citizenship education or history.

Engaging teachers across a range of subject areas brings a richness to the training, which benefits participants by expanding the range of teaching experiences and ideas to be shared.

How will you deliver the training?

This manual is designed in a way that reflects the model of training that was used – namely one full day followed by a residential session that included an evening and another full day. However, the manual can be used in a flexible manner to suit the particular training context – for example as a series of five half-day workshops, or a series of eight 2-hour evening workshops and so forth.

What are your objectives for the training?

Clear training objectives are imperative for the success of the training and to ensure it meets participants' expectations and training needs. The training that gave rise to this manual had a number of objectives which were kept in mind by the trainers when making decisions about what to include or exclude during the process. These included a focus on using existing curriculum based resources to:

- explore equality, human rights and social justice issues with students in the classroom,
- work with students to take action on equality, human rights and social justice issues,
- take a whole-school approach to equality, human rights and social justice education, and
- help students develop skills such as critical and creative thinking, communication, active citizenship and working together.

Expected learning outcomes were:

- understanding and knowledge of equality,
- understanding of the link between equality and human rights standards,
- understanding of the process involved in supporting students to engage critically and creatively with equality, human rights and social justice issues in the classroom,
- tools and techniques to deal with controversial issues,
- tools and techniques to encourage a whole-school approach to equality, human rights and social justice issues, and
- awareness of the range of relevant curriculum resources available.

What training methodology should you use?

The training set out in this manual is based on active learning methodologies and on a pedagogical approach to education based on

- knowledge;
- values, beliefs and attitudes;
- skills; and
- action.

It draws on existing curriculum based resources that can be used in the classroom and supports teachers to provide students with a wide range of learning experiences including ‘learning by doing’.

Section 2:

Training Day 1

Activity 1. Introductions



Rationale

Any new group needs time to settle in the room and to begin get to know each other. The following can be helpful in enabling this, and also can help clarify expectations.



Materials Required

Meet and Greet Cards. You will need to create a set of cards with a question on each card. These could include: *Who would you most like to be stuck in a lift with? What would you say to the Taoiseach if you met him today? What would you do if you won the Lotto? ...*



Time Required

15 minutes



Process

Allow every participant to choose a **Meet and Greet Card**

Explain that they now have time to meet up to three people and to ask them the question that is on their card and be asked a question in return. Remember at all times participants can choose not to answer.

After a few rounds ask the participants to take a seat in groups of three and then allow some further time for them to briefly introduce themselves, maybe giving a short response to the two questions:

- What is your experience of promoting equality and human rights in school and out of school?
- What are your expectations of today?

Take some feedback in relation to expectations of the day and present the day's agenda.

Activity 2. Creating a Conducive Learning Climate¹

Rationale

Creating a conducive learning environment where respect and participation are actively practised promotes equality in several ways. It helps participants learn how to respect others, promotes a safe environment for everyone to be able to express their opinions and encourages participation by all.

Key Learning Points

- When working on topics or issues which may be sensitive or controversial, students need to feel they are in a safe environment
- Time spent on unpacking classroom values and behaviours will result in greater understanding and buy-in from the students, as well as creating a more democratic classroom

Materials Required

Paper and pens for groups

Presentation slides can be developed using material in **Training Notes 1: Creating a Conducive Learning Climate**.

Time Required

15 minutes

Process

Ask the participants to discuss the following questions in groups of 3 or 4.

- How would you like to be treated by other participants when you are working together in this group?
- How should we treat each other when we disagree about serious issues?

¹ This activity and training notes have been adapted from *Tackling Controversial Issues in the Citizenship Classroom: A Resource for Citizenship Education* (2012) CDVEC Curriculum Development Unit in collaboration with the Professional Development Service for Teachers, Dublin.

Take feedback from each group, listing all their suggestions on the flipchart or board. It is likely that participants will include ideas such as:

- Being respected
- Being listened to
- Not being put down or dismissed out of hand
- Tolerance of different ideas
- Co-operation
- Taking turns
- Participation
- Allowing others to disagree with the majority

Then, using the *Training Notes 1: Creating a Conducive Learning Climate* as a prompt, ask the group to reflect on what ‘respect’ might mean in practice, what does it look like when you know someone respects you? Note the responses. It is likely that ‘listening’ will be included in the list. Then briefly ask them to suggest ways in which we show we’re listening, how you know someone is really listening and taking you seriously?

Finish by agreeing the key values and behaviours that will underpin the group’s relationship during the training.

“OFTEN, VALUES SUCH AS RESPECT OR TOLERANCE ARE ADVOCATED, BUT WITHOUT ANY REAL UNPACKING OF WHAT THEY MIGHT MEAN IN PRACTICE”



Training Notes 1

Creating a Conducive Learning Climate



Creating a safe space for participants to explore equality and human rights is an essential aspect of any training. The training may bring up issues which are sensitive or where the participants can have conflicting opinions. Therefore it is important that they have agreed how they will handle these issues. Generally, in developing training-group agreements or ground rules, values such as respect or tolerance are advocated, but they do not always unpack what exactly they might mean in practice.

How do we really respect others, especially when we fundamentally disagree with them?

By taking the ground rules exercise a step further than is normally done, it can help participants to better understand what respect might mean in practice. You may wish to take the ideas of respect and listening, and brainstorm what these might look like in practice – particularly focusing on the behaviours which might be associated with each.

Respect

Listening

Allowing others time to express their opinions

Taking others ideas seriously

...

...

Listening

Making eye contact

Not interrupting

Being able to tell the person what you heard them say

Not thinking of your reply while the other person is speaking

...

...

The value of unpacking ideas or values is that it can help generate a shared understanding of the kind of behaviours that create a positive learning environment for everyone.

Activity 3. Personal Identity²



Rationale

Identity is varied and we all belong to a variety of groups. This exercise helps participants reflect on what constitutes identity. Discussion can draw out complexities, especially how our experience of identity is influenced by social context and the norms of society or the groups to which an individual belongs.



Key Learning Points

- There are many aspects to identity
- We all have multiple identities
- What is important to us or shapes our identity can change over time



Materials

A copy of **Worksheet 1: Personal Identity** for each participant (see page 11).



Time Required

30 minutes



Process

Task 1: Identity Card

Give each participant a copy of the **Worksheet 1: Personal Identity** and ask them to complete it.

In pairs, ask participants to share as much information as they are comfortable to share about their identity.

Once they have completed this, ask them to review their sheet and to identify any two aspects of their identity that they consider to be the most influential or important for them.

After a few moments ask them to share what they have identified with their partner.

² This activity and worksheet have been taken from *Spotlight on Stereotyping* (2011) Equality Authority & Professional Development Service for Teachers, Dublin.

Take some feedback from the group on what were the most influential or important aspects of their identity and note their responses on a flipchart.

Explore the feedback using some or all of the following questions:

- What was it like to choose a particular aspect of your identity as being important?
- What do you notice about the list on the flipchart?
- What does this tell you about identity?
- What did it feel like to write your identity card?
- What is the most significant or influential aspect of your identity? Why?
- What do you understand by the term 'background'?
- Are there aspects of identity that were not part of the card?
- If you had to take away or hide part of your identity what would it mean?
- Can you imagine what it might be like for people who feel that they have to hide part of their identity because of attitudes in society?

Reflect on the use of the activity in the classroom by asking the following questions:

- Is this an activity that you could use in the classroom?
- Are there amendments you would make to it?

“DISCUSSION CAN DRAW OUT COMPLEXITIES, ESPECIALLY HOW OUR EXPERIENCE OF IDENTITY IS INFLUENCED BY SOCIAL CONTEXT AND THE NORMS OF SOCIETY OR THE GROUPS TO WHICH AN INDIVIDUAL BELONGS”

Worksheet 1: Personal Identity

This is me – My personal identity card

Name:

Born:

Age:

Family:



Background:

Religion/No Religion:

Gender:

Interest(s):

Activity 4. How we see Other People's Identity³



Rationale

How we perceive other people is influenced by many factors. This activity helps participants reflect on the basis for our perceptions and how we make judgements about others, often based on a single characteristic – the 'single story'.



Key Learning Points

- Everyone holds assumptions and these can dictate our response to others
- Assumptions can be based on misinformation or on one particular experience that informs our beliefs
- Part of the challenge is to create a space to think about our assumptions before we act
- There is a strong link between our assumptions and stereotypes – stereotypes are often based on assumptions



Materials Required

Photographss (see below) and copy of the Video *What Kind of Asian Are You?* The video can be downloaded from <http://youtu.be/DWynJkN5HbQ>

Photographs: For this activity you will need to find photographs on the Web or elsewhere which represent people who are frequently stereotyped. Print out five or six photographs and put each of them in a large envelope with the description printed on the outside, or in a plastic pocket with the description on the back of the photograph.

Suggested people to choose from could include:

1. A single parent
2. A religious minister
3. An athlete
4. A former prisoner
5. An old age pensioner
6. A newly married couple

This activity works well in a number of ways. You can choose well-known personalities or simply non-stereotypical photos of unknown people. You will be able to find photos by doing a Google search. Some suggestions for photos to use include:

³ This activity has been adapted from *Equality and Diversity: Building a Culture of Equality in our Society* (2012) CDVEC Curriculum Development Unit in collaboration with the Equality Authority and the Equality Commission of Northern Ireland, Dublin.

Single parent: a single father; an older single parent of either sex, a well-known single mother (when writing the first *Harry Potter* book, JK Rowling was a single mother with a daughter, Jessica);

Religious minister: a female minister, a female Bishop (Rev Dr Pat Storey is the first female bishop in the Church of Ireland and was appointed in September 2013; Rev Heather Morris was installed as the first female President of the Methodist Church in Ireland in June 2013); a Muslim Imam, etc.

An athlete: an athlete with a disability who has competed at world level – Eamonn Prunty, an older athlete, etc.

A former prisoner: a female former prisoner, a conscientious objector, etc.

An old age pensioner: older active people such as hill walkers, etc.

A couple: a same-sex couple, an older couple or a couple from a minority ethnic background



Time Required

30 minutes



Process

Task 1: Who would you like living beside you?

Put up the photographs of the potential neighbours, with the text side visible, at points around the wall. Tell the group that the house next door to them is up for sale and your current neighbour has told you that there are a number of people interested in buying it. She tells you who they are. Ask them to think about who they would like living beside them and to then look at the brief descriptions around the room which tell them who the interested buyers are.

They should think about which person they would most like to live beside them and then go and stand under the description for that person. When all of the participants have made their choice, ask the group in front of each description to decide among themselves how they would describe the person they have chosen – their imagined likes and dislikes, hobbies, age, appearance, lifestyle, etc. Ask them also to imagine conversations between them and the person, what they would have in common.

Ask each group to give a brief description of the person and to say why they chose them. Then ask each group, in turn, to turn over the description or open the envelope to see who the person really is. Ask for immediate reactions to their discovery and then explore some or all of the following questions:

- What were their assumptions about the potential neighbour?
- What were these assumptions based on?
- Do they think these assumptions were rooted in reality?
- Where do assumptions like this come from?
- Can they think of occasions when they make similar types of assumptions about people?

Task 2: What Kind of Asian Are You?

Play the video clip *What Kind of Asian Are You?* Play it a second time, asking the participants to consider:

- Does any aspect of the scene feel familiar?
- What stereotypes feature in the video?

Having unpacked their reactions and comments, ask the participants what kind of issues around stereotyping the video clip brought up for them. How would they now define stereotyping? Conclude with a short definition of stereotyping:

Stereotyping can be defined as making an over-simplified generalised comment about members of a particular group. Stereotypes are often based on assumptions and incorrect information. When people are stereotyped they can become defined by the stereotype, and other parts of their identity are ignored.⁴



**“STEREOTYPING CAN BE DEFINED AS
MAKING AN OVER-SIMPLIFIED
GENERALISED COMMENT ABOUT
MEMBERS OF A PARTICULAR GROUP”**

⁴ *Spotlight on Stereotyping* (2011) Equality Authority & Professional Development Service for Teachers, Dublin.

Activity 5. More than a Single Story – The Impact of Stereotyping⁵



Rationale

Stereotyping is not a superficial matter and it can have immediate and long-term impacts on people's confidence and life chances. This activity helps participants reflect on the consequences of stereotyping on daily life and on people's job opportunities and life experiences.



Key Learning Points

- Stereotyping reduces an individual to a 'single' aspect of their identity and ignores other parts of their identity
- While stereotyping can be a common occurrence it can be the first step towards discrimination
- Stereotyping can limit our expectations of others and ourselves. It can have significant impact on people's quality of life, educational achievement, access to work, career progression, recognition and participation in society.



Materials Required

Video Clip: Chimamanda Ngozi Adichie *The danger of a single story*, extracts from a TED talk.

This can be downloaded from http://www.ted.com/speakers/chimamanda_ngozi_adichie.html
The two clips to use are:

Clip 1 The single story of Fide as 'poor' – from 2.58 to 4.12 minutes on the video

Clip 2 The single story of Chimamanda as a poor African – from 4.13 to 5.20 minutes on the video

A copy of one character card and questions for each small group of 3 or 4 participants (see page 17)

A copy of the relevant section of the transcript of *The danger of a single story* (see page 18)

Flip chart and markers



Time Required

30 minutes

⁵ This activity has been adapted from *Equality and Diversity: Building a Culture of Equality in our Society* (2012) CDVEC Curriculum Development Unit in collaboration with the Equality Authority and the Equality Commission of Northern Ireland, Dublin.

 **Process**

Explain to the group that you are going to show another video with two clips

This time, as you stop it they will have the opportunity to write down their immediate reactions to the clip.

Play both clips.

When they have heard and recorded their reactions divide the group into 4 small groups.

Tell them that their task is to devise a way of representing the impact of stereotyping on the characters in the video, through art or drama. The idea is that they will use the representation to communicate the feelings of the people involved without using words.

Examples might include:

- creating a drawing or illustration or symbol
- creating a freeze frame
- creating a mime

Assign each group one of the characters from the clips – Fide, Chimamanda in Nigeria, her American roommate, Chimamanda in the US. Give each group a character card and questions which relate to their character and a copy of the transcript. Ask them to discuss the questions before creating their representation.

Feedback and whole-group discussion

Ask each group to present their view of the impact of stereotyping on their character.

As each group finishes, ask the others to interpret what they have done, and then ask the group that performed or presented to elaborate on their thinking

Develop the discussion using the prompts below:

- What was your main learning from the videos?
- Why do you think many of us ‘continue to hold a single story about others’?
- Which ‘others’ in our society do you think are most at risk of stereotyping?
- Can you give any examples of a short-term impact of stereotyping on these particular individuals or groups?
- What longer term impact might stereotyping have on the characters in the video? For example, in 5 years or 10 years time?
- What impact might stereotyping have on ourselves?

Note for trainer: End by exploring with the group how they might use this activity in the classroom by asking the following questions:

- What age group might you use these video clips with?
- What achievable learning outcome you would like to see?

More than a Single Story Character Cards and Questions

Fide

How might Fide have felt while working in the Adichie household?

What view of himself might he have internalised during this time?

What impact might it have had on him later – his choice of work, his opportunities in life?

Chimamanda as a Child

How did her single story about Fide affect her view of herself and her relationship with Fide and his family?

How might this have affected her relationship with Fide's family as she grew older?

The American Room-mate

What impact did the single story she had about Africa have on her view of the world?

How did it affect her relationship with Chimamanda when they first met?

How do you think it impacted on her relationship with Chimamanda and other Africans later?

Chimamanda in the US

How do you think Chimamanda felt when she met her room-mate and discovered her room-mate's view of her and Africa?

What impact might this have had on Chimamanda's relationship with her room-mate and other Americans?

TRANSCRIPT



The danger of a single story

1. I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So the year I turned eight we got a new house boy. His name was Fide. The only thing my mother told us about him was that his family was very poor. My mother sent yams and rice, and our old clothes, to his family. And when I didn't finish my dinner my mother would say, "Finish your food! Don't you know? People like Fide's family have nothing." So I felt enormous pity for Fide's family.

Then one Saturday we went to his village to visit. And his mother showed us a beautifully patterned basket, made of dyed raffia, that his brother had made. I was startled. It had not occurred to me that anybody in his family could actually make something. All I had heard about them is how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them.

-
2. Years later, I thought about this when I left Nigeria to go to university in the United States. I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music," and was consequently very disappointed when I produced my tape of Mariah Carey. (Laughter) She assumed that I did not know how to use a stove.

What struck me was this: She had felt sorry for me even before she saw me. Her default position toward me, as an African, was a kind of patronizing, well-meaning, pity. My roommate had a single story of Africa. A single story of catastrophe. In this single story there was no possibility of Africans being similar to her, in any way. No possibility of feelings more complex than pity. No possibility of a connection as human equals.

Activity 6. Introducing the Concept of Equality and Considering Issues Using an Equality and Human Rights Lens⁶



Rationale

Building participants' confidence so that they have a deep rather than a simplistic understanding of equality is an important element of training. This series of activities allows participants to consider equality in relation to human rights values, what equality really means, and to become aware of who is protected under the nine grounds.



Key Learning Points

- Equality is a complex concept that can mean many things to many people.
- The four dimensions of equality is a framework for remembering that equality is more than any one of its dimensions and provides a useful tool for discussing issues.
- Human rights and equality are inextricably linked – but offer distinct lenses to consider issues.
- Equality law is an important tool for promoting equality and well as protecting people from discrimination and harassment. It focuses on the areas of employment, public and private services, accommodation and education.
- The nine grounds protected under equality law do not cover all aspects of a person's identity and therefore do not protect everyone from all forms of discrimination.



Materials Required

One set of the *Equality Means...* statements – each statement printed on A4 sheets (see page 27)

One copy of the following worksheets for each group of 3 or 4 participants (see pages 28–31):

Worksheet 2: Equal Opportunities and Outcomes in Work and Education,

Worksheet 3: Equal Recognition and Respect for Who We Are,

Worksheet 4: Participation in Decision Making and

Worksheet 5: Equality in Relationships

Sets of sticky dots in green, red and yellow – sufficient sticky dots for each pair

⁶ The tasks and worksheets have been taken from *Equality and Diversity: Building a Culture of Equality in our Society* (2012) CDVEC Curriculum Development Unit in collaboration with the Equality Authority and the Equality Commission of Northern Ireland, Dublin.

Presentation slides can be developed using

- **Training Notes 2: Equality and Human Rights,**
- **Training Notes 3: Four Dimensions of Equality,** and
- **Training Notes 4: Equality Legislation.**

The **Nine Grounds Sheet** enlarged to A3 size and people cards – 1 set for every group of 3 or 4 people.



Time Required

1 hour 15 minutes



Process

Task 1: What does equality mean?

Put the ten *Equality Means...* statements up on the walls around the room, leaving a good space between them.

Ask the participants to pair up and give each pair a set of the coloured sticky dots.

Ask them to walk around the room looking at the statements and then between them to decide their level of agreement with each statement. They should place their dots on the sheets according to whether they:

| | |
|--|------------|
| Agree with the statement | green dot |
| Disagree with statement | red dot |
| Are not sure or disagree among themselves | yellow dot |

When they have finished, ask them to sit down and take some immediate reaction to the activity. It will be visually very clear which statements got general agreement, and which got general disagreement, and more interestingly, which statements they were unsure about.

Ask each pair to join another pair. Give each group of four one or two of the statements, making sure each group has at least one statement about which the group were unsure or disagreed.

Ask them to come up with two examples from school practice relevant to each statement:

1. One example of when this statement could be true
2. One example of when this statement could be false

For example, the statement *Equality means respecting people's culture and religion* may be true in relation to recognising and accommodating people's diverse identities, but false in relation to cultural or religious beliefs or practices which contravene human rights.

Each group can then feedback two key points from their discussion to the whole group. Conclude with a short discussion on how their examples demonstrate the complexity of implementing equality and human rights in different contexts.

Task 2: Equality and human rights

Brainstorm with participants a list of the key elements of equality, based on the discussion they have just had.

Record these on flipchart.

Take some time to introduce the concepts of equality and human rights and the four dimensions of equality.

Divide the participants into four small groups and give each group a worksheet on one of the dimensions of equality and ask them to discuss the questions on it: *Training Notes 2: Equality and Human Rights*, *Training Notes 3: Four Dimensions of Equality*, or *Training Notes 4: Equality Legislation*.

Take some brief feedback to share the whole group's thinking and discuss any questions which have arisen. In particular note any examples related to school practice or policy.

Task 3: Equality legislation and the nine grounds

Explain to the participants that the equality law aims to do two things:

- protect people from discrimination or harassment
- promote equality

Highlight that there are two equality laws – the Employment Equality Act and the Equal Status Act. They are concerned with protecting people from discrimination or harassment and promoting equality in the areas of employment, public and private services, accommodation and education.

The law, however, only covers discrimination or harassment on the basis that one person is treated less favourably than another person in a similar situation on the basis of one or more of nine grounds, for example the gender ground where one person is a woman and the other is a man. The 'grounds', as they are called in the Republic of Ireland, offer protection in certain circumstances, but not all.

Give each group of 3 or 4 a set of the people cards and a copy of the Nine Grounds A3 Worksheet.

Ask them to take the cards in turn and to decide which ground or group that person would fit into and lay them in the appropriate space. **Note that some people do not fit into any of the grounds and those cards should be put in the empty space.**

When they have finished, give them the list of correct answers (see below) and ask them to check which ones they have got correct or not. Then take any clarification questions.

Ask the group to think about why some groups of people are not included in the legislation and see if they can think of other groups which are not included. Remind them that while the cards highlighted

one aspect of the person's identity, for example religion, everyone has multiple aspects to their identity and thus may be protected under a number of grounds.

Ask them to mentally count the number of grounds under which they personally would be protected.

End this activity with some discussion on the importance of the grounds in terms of discrimination and also any limits they see to the current legislation.

Answers to 'Nine Grounds' exercise

Gender: Man, woman, transgender person

Age: Older person, younger person

Civil (marital) status: Married person, civil partner, single person, widowed person, divorced person

Family status: Parent of child under 18, pregnant woman, full-time carer

Religion: Buddhist, Catholic, Jew, Muslim, Protestant, humanist, atheist

Sexual orientation: A gay man, a lesbian, a person who is bisexual, a person who is straight

Race (nationality, skin colour, ethnicity): Irish national, Northern Ireland citizen, British person, Polish person, Nigerian person, a Black person, a white person

Disability: Wheelchair user, person who is visually impaired, person with epilepsy, person with dyslexia, person with an intellectual disability, a person who suffers from depression, person with cancer, person who is HIV-positive, person with learning difficulties

Membership of the Traveller community: Irish Traveller

Not included: Person from a disadvantaged area, person who is long term unemployed, an ex-prisoner; political beliefs or affiliation – Loyalist, Nationalist, Unionist, Republican. (Political beliefs or affiliation are not included in Irish law, but are protected in Northern Ireland).

Training Notes 2

Equality and Human Rights



A close read of the opening articles of the Universal Declaration of Human Rights (UDHR) highlight just how intrinsic the link between human rights and equality is.

- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. (Article 1)
- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty. (Article 2)

The principles of being born equal and having the right not to be discriminated against are thus well established within the UDHR and other national, European and international human rights standards.

Although equality and human rights law have developed in parallel at national, European and international levels, they complement each other in many areas. Human rights law sets out to promote, protect and fulfil civil, political, social, economic and cultural rights. Equality and non-discrimination requirements are enshrined in international human rights treaties, European directives and national laws in this context. Equality law largely reflects the requirements set out in three European directives – the amended Gender Equal Treatment Directive (2002/73/EC), the Race Directive (2000/43/EC) and the Framework Employment Directive (2000/78/EC). Irish equality legislation was amended to take into account obligations under these Directives. Ireland has two main equality laws. These are the Employment Equality Act and the Equal Status Act. Both aim to protect particular people, across nine grounds, against certain kinds of discrimination that can happen in employment, in vocational training and in the provision of public or private goods and services, accommodation and education. (See Training Notes 4 for more information on Irish equality legislation.)

Supporting teachers to make the link between human rights and equality is an important aspect of this training. This can be done by giving a short input on the UDHR, its origins and the challenges faced by those trying to write a document that would receive universal endorsement. The link can also be made by looking at one equality theme through the lens of human rights. For example, a brief exploration of the theme of gender, which is a ground protected under Irish equality legislation (see Training Notes 4), and how different human rights instruments at home and abroad enshrine the right to equality between men and women.

Gender

- The Irish Constitution states that ‘All citizens shall, as human persons, be held equal before the law’. (Article 40).
- The European Union Charter of Fundamental Rights states that ‘Equality between men and women must be ensured in all areas, including employment, work and pay’. (Article 23)
- The European Convention on Human Rights states that ‘The enjoyment of the rights and freedoms set forth ... shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status’. (Article 14)
- The Universal Declaration of Human Rights states that ‘Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political other opinion, national or social origin, property, birth other status’. (Article 2)
- The Convention on the Elimination of All Form of Discrimination Against Women states that ‘The term “discrimination against women” shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field’. (Article 1)

Note: The Y Factor project, an initiative of the National Women’s Council of Ireland, is aimed at empowering young women and men (in the 16–25 year age-group) to be leaders for women’s equality. See <http://www.yfactor.ie>

**“SUPPORTING TEACHERS TO
MAKE THE LINK BETWEEN
HUMAN RIGHTS AND EQUALITY
IS AN IMPORTANT ASPECT OF
THIS TRAINING”**





Training Notes 3

The Four Dimensions of Equality

Often equality is viewed in its narrowest sense as being concerned with 'treating everyone the same'. However, this limited view does not take in to account the complexity of the concept and its implications. Therefore, when introducing the concept of equality to any group it is useful to consider four aspects or dimensions of equality. The following questions can help explore the meaning of each dimension.

Equality is about opportunities and outcomes:

- Do individuals and groups have equal access to the resources or supports necessary for ensuring that they have the same opportunities and outcomes – for example, in work or school?
- Are assumptions made about who people are and what they can do?
- What needs to change to make sure that those who need additional resources and supports can access them?

Equality is about recognition and respect

- Is respect for difference visible or invisible in society, the community, the school or the family?
- Is everyone included equally and treated with respect?
- Are assumptions made about who people are based on one aspect of their identity or a group they belong to – for example, older people, men, women, people with disabilities, Travellers, lone parents, Muslims, Catholics, gay, lesbian, migrant workers, or others?
- Are there stereotypes about particular individuals or groups that cause disrespect?
- Is respect for diversity visible in schools and communities?
- Do school and community events and activities respect and value diversity?

Equality is about participation

- Who makes the decisions in society or in the community?
- Are some voices absent?
- Are some voices stronger than others?
- Is every effort made to include all voices?
- Who has the power to decide what supports and resources can be made available?

Equality is about relationships

- Does everyone have access to making a diverse range of friends?
- Is care work valued and respected in the community and in society?
- Is diversity explicitly recognised and named within the school's anti-bullying policies?
- Do schools and communities promote and support good relations between diverse groups of people – for example, cross community and cross-cultural relationships?

For further explanation of the four dimensions of equality see *Guidelines for Second Level Schools on Embedding Equality in School Development Planning (2010)* at <http://www.equality.ie/en/Publications/Good-Practice-Publications/Embedding-Equality-in-School-Development-Planning.html>

Training Notes 4

Irish Equality Legislation



There are two key pieces of equality and anti discrimination legislation in Ireland – the Equal Status Act and the Employment Equality Act. The Equal Status Act bans discrimination across nine grounds in the provision of public or private goods and services, accommodation and education. The Employment Equality Act bans discrimination across nine grounds in employment and in vocational training.

What are the nine equality grounds?

The legislation names nine grounds under which people are protected against discrimination:

- The **Gender** ground – Where one person is a man and the other is a woman. Transgender people are included under the gender ground
- The **Civil status** ground – Single, married, in a civil partnership, separated, divorced or widowed
- The **Family status** ground – A pregnant woman, a parent of someone under 18 or the main carer of an adult with a disability who lives with them
- The **Sexual orientation** ground – heterosexual, gay, lesbian or bisexual
- The **Religion** ground – Different religious belief, background, or none
- The **Age** ground – People of different ages. In the Equal Status Act this ground generally applies to people 18 years old and over. In the Employment Equality Act this ground generally applies to any age over the legal school-leaving age.
- The **Disability** ground – This is broadly defined. It applies to physical, intellectual, learning, cognitive and emotional disabilities and a range of medical conditions. It includes mental health
- The **Race** ground – People with different skin colour, nationality, racial or ethnic origin
- The **Traveller community** ground – Where one person is a member of the Traveller community and the other is not. Travellers include people who are commonly called Travellers and who are identified, both by Travellers and others, as people with a shared history, culture and traditions. Travellers are identified historically with a nomadic way of life on the island of Ireland.

For further information on the equality legislation see www.equality.ie or the resources *Grounds for Action: Building a Culture of Equality in our Society* (pp. 120–123) and *Equality and Diversity: Building a Culture of Equality in our Society* (Lessons 24–26) <http://www.equality.ie/en/Good-Practice/Equality-and-Diversity-and-Grounds-for-Action-Building-a-Culture-of-Equality-in-Our-Society-A-Citizenship-Education-Resource-for-Transition-Year-and-Key-Stage-4.html>



Equality Means...

Equality means treating everyone the same

Equality means giving everyone the same opportunities

Equality means everyone is of equal value

Equality means treating people differently if necessary

Equality means respecting people's cultures and religions

Equality means ignoring differences between people

Equality means giving everyone a voice in decisions

Equality means everyone feels they belong

Equality means protecting people from discrimination

Equality means everyone achieves the same outcomes

Worksheet 2: Equal Opportunities and Outcomes in Work and Education

Can you think of groups of people who do not have equal opportunities and outcomes – in education, jobs or society in general?

What would you say are the barriers to equality for some of those people?

Now choose a person from one group and give one or two examples of what equality in practice would look like for them

1.

2.

Worksheet 3:

Equal Recognition and Respect for Who We Are

Who is at risk of being rejected or suffering exclusion in society?

Which groups of people are often 'invisible' or ignored in society?

Now choose a person from one group and give one or two examples of what equality of respect would look like for them

1.

2.

Worksheet 4: Participation in Decision Making

Can you identify which groups of people do not have a say in decisions which affect them – in school, local communities, society as a whole?

What might be the barriers to participation for them?

Can you think of four different ways in which people can have a say:

- 1.
- 2.
- 3.
- 4.

Worksheet 5: Equality in Relationships

If people are isolated in school or in a community how do you think this affects them?

Can you think of ways in which the school and local community promote positive relationships and solidarity between groups of people who are different?

Can you think of three examples of what having relationships of equality and solidarity might mean in practice?

- 1.
- 2.
- 3.

Nine Grounds Sheet (to be photocopied and enlarged onto A3 paper)

| | |
|--|---|
| Gender | Civil (marital) status |
| Family status | Sexual orientation |
| Religion | Age |
| Disability | Race (nationality, skin colour, ethnicity) |
| Membership of the Traveller community | |

| | | |
|----------------|--------------------------------|------------------------|
| Man | Woman | Transgender person |
| Older person | Younger person | Person with cancer |
| Protestant | Catholic | Muslim |
| Buddhist | Humanist | Jew |
| Atheist | Person from disadvantaged area | White person |
| Black person | Irish national | Northern Irish citizen |
| British person | Polish person | Nigerian person |
| Married person | Divorced person | Single person |

| | | |
|-----------------------------------|--|------------------------------------|
| Pregnant woman | Wheelchair user | Person who is visually impaired |
| Person with dyslexia | Person with epilepsy | Person who suffers from depression |
| Person with learning difficulties | Person with an intellectual disability | Irish Traveller |
| A Nationalist | A Unionist | A Loyalist |
| A gay man | Person who is long term unemployed | A Republican |
| A lesbian | A person who is bisexual | A person who is straight |
| A widowed person | An ex-prisoner | A civil partner |
| Full time carer | Person who is HIV-positive | Parent of child under 18 |

Activity 7. Methodologies for Teaching about Equality⁷



Rationale

Students learn most by doing and from how they are treated. It is therefore important that teachers can use teaching and learning methodologies which promote equality and human rights, regardless of the subject or content they are teaching. This activity allows participants to experience methodologies which support equality and human rights, and which help students develop skills to promote them. It also provides examples of safe methodologies for discussion of equality issues which may give rise to strong opposing views, including how to safely frame questions and to facilitate safe and rational discussion of issues.



Key Learning Points

- Methodologies can support equality by encouraging critical thinking – an exploration of the public sphere as well as reflection on the personal
- Methodologies can provide safe ways to discuss controversial issues and can encourage participation from all students
- The teacher's key task is to choose particular methodologies that are appropriate to the group, time and space – but the challenge is to be creative!



Materials Required

Copies of **Worksheet 6: Thinking It Through** for each participant (see page 38)

Presentation slides can be developed using **Training Notes 5: Framing Issues** (see page 39)



Time Required

45 minutes



Process

Task 1: Brainstorm

Ask the group to brainstorm a list of methodologies they have recently used in their teaching and note them up on the flipchart.

⁷ These tasks, training notes and worksheet have been adapted from *Tackling Controversial Issues in the Citizenship Classroom: A Resource for Citizenship Education*, (2012) CDVEC Curriculum Development Unit in collaboration with the Professional Development Service for Teachers, Dublin.

Ask them if they think any of them in particular promote equality and if so how?

Explain that you will now introduce a number of particular methods that may be useful when exploring equality and human rights issues. Highlight that they should consider it a ‘taster’ activity as there is not the time to go into each methodology in full depth.

Methodology 1: Carousel Discussion

Divide the participants into two groups.

One group should form an inner circle (seated or standing) and the other group forms an outer circle. Participants should be facing each other.

Pose the question ‘*Should schools be obliged to include students in the recruitment process of teachers?*’ or ‘*Should the law be changed to allow same-sex couples adopt children?*’

The pairs facing each other should exchange views for approximately one minute. Then ask the outer circle to rotate clockwise to face the next person.

Ask this new pair to discuss the question. Continue the rotation at least three times until participants have had the opportunity to discuss the question with a range of people.

During these rotations increase the time available for discussion and encourage participants to reflect the views they have heard from others. This encourages them to synthesise ideas and share opinions.

The carousel discussion methodology is a safe way to discuss any controversial issue. It allows participants to express their views and hear a range of viewpoints, but in the safety of pairs, rather than speaking in front of the whole group.

Debrief the methodology through asking some of the questions below

- Did your opinion change in any way during the carousel?
- Did you make stronger arguments as you moved around to new partners?
- Did you pick up any interesting arguments or points of view?
- Ask one or two participants to sum up the views of the group based on what they heard
- How does this methodology promote equality?
- Can you think of other statements that could be used to encourage discussion?

Methodology 2: Thinking Through Challenges

Give each pair a copy of the **Worksheet 6: Think it Through**

Then present them with the challenge:

A student in a class makes a racist remark, how could a teacher respond?

Ask each pair to consider how a teacher might respond including what choices they can make – remind them to explore all the options, e.g. they could ignore it, challenge it there and then, etc.

Ask them to note the options on the doorway boxes.

Then ask each pair to take some time to note the consequences of each possible response.

Once they have completed these ask them to choose the best option for the teacher to take – note that there might not be a best option.

Take feedback from the group by identifying the kind of choices they saw available to the teacher.

- Explore what were some of the consequences they noted.
- Did anything surprise them?
- How does this methodology promote equality?

Learning from the methodologies: Framing issues

Ask the group if they noticed how the questions were phrased for both activities – for example, ‘how could a teacher respond?’ rather than ‘what would you do?’

Introduce the idea of ‘framing questions’ and the importance of supporting ‘public debate’ rather than ‘private disclosure’.

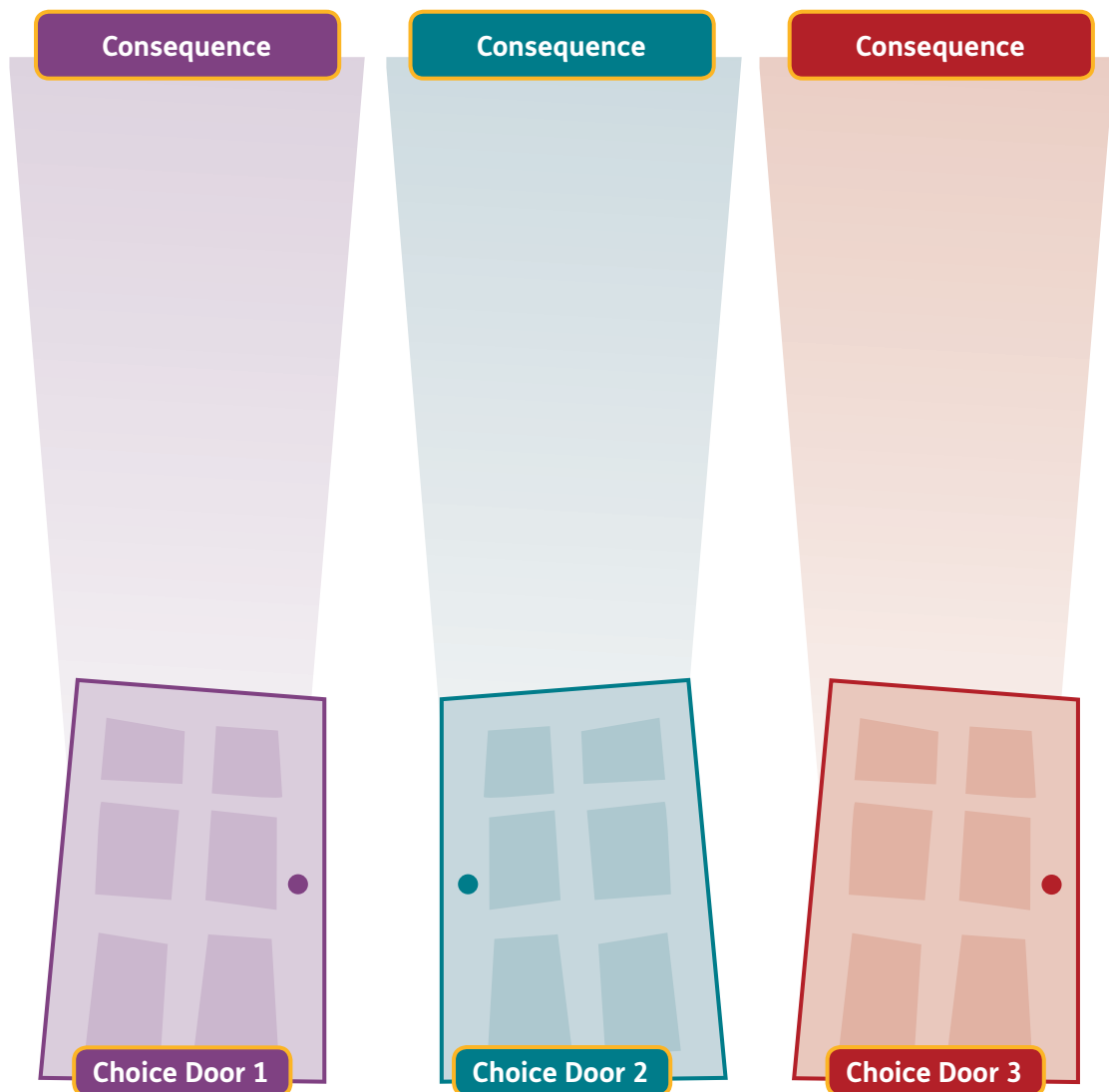
Use **Training Notes 5: Framing Issues** to introduce the main points about ‘framing questions’.

Give some examples and ask the group to identify others.

End the activity by asking the group for some reflections on the activities and methodologies used.

Worksheet 6: Think it Through

Thinking Through Challenges



A student in class makes a racist remark.
How could a teacher respond?



Training Notes 5

Framing Issues



The way in which an issue or topic is framed can make a considerable difference to providing safety and confidence for both a teacher and students. The basic principle behind this approach is that teachers and students look at issues from a structural rather than a personal perspective. This means that issues can be discussed without making teachers or students vulnerable or putting either under pressure to reveal their personal views, especially when doing so might expose them to strong reactions from others. It also makes it easier to discuss issues which personally affect some students in the class – for example students from minority ethnic or cultural backgrounds, Traveller students or students with a disability – without making them vulnerable or having them become the target of the discussion.

Framing Issues or Topics

An equality framework can be used for examining issues and allows students to consider various dimensions and perspectives on the issue. It also means that issues can be looked at from a structural perspective rather than that of personal beliefs or morals.

A human rights framework can be used for examining issues and allows students to look at how rights can be balanced in conflicting situations. It also means that issues can be looked at from a structural perspective rather than that of personal beliefs or morals.

A legal framework can allow space or students to present their own moral perspectives, but within the context of a state's responsibility towards all its citizens.

A social responsibility framework can also be used to structure topics, for example by looking at the roles of the individual, society and the state in relation to addressing controversial issues such as racism, poverty or homophobia.

Reframing Questions to Reflect a Structural Focus

The following questions which might be discussed in a class, taking an individual (private) focus:

- How do you feel about the increase in the number of people from minority ethnic groups in society?
- How would you respond if someone told a racist joke?

When questions are reframed taking a structural (public) focus some of the heat is taken out of the issue:

- How could society respond to the increase in the number of people from minority ethnic groups in Ireland?
- How might an individual respond if someone told a racist joke?

This does not remove the controversy or complexity of the issue, but it does allow space for a safer discussion.

Activity 8. Planning for Equality and Human Rights



Rationale

Providing a structured time for teachers to consider planning for equality in their classroom is an important part of encouraging action. Teachers are asked to consider their practice from the perspective of both what they teach and how they teach it, and to plan a short-term action they can take between one training session and another.



Materials Required

A copy of **Worksheet 7: Planning for Equality** for each participant (see page 41).

See links for useful teaching resources in Section 4 of this manual such as

- *Spotlight on Stereotyping*
- *Equality and Diversity*
- *Grounds for Action*
- *Tackling Controversial Issues in the Citizenship Classroom*
- *Express Yourself! Young People Promoting Human Rights and Equality in Ireland*



Time Required

30 minutes



Process

Explain the purpose of the activity – that is, to allow the teachers to have structured time to plan for including a focus on equality and human rights in their teaching.

Explain that there is time between this session and the next and that they can use this time to try out one or more new activities or methodologies.

Encourage teachers to move outside their traditional teaching way of working or comfort zone – maybe to work on a different curriculum area or with a different group of students.

Give each participant a copy of **Worksheet 7: Planning for Equality** and examples of relevant teaching resources included in Section 4 of this manual, and ask them to use this as a set of prompts.

Allow about 15–20 minutes for teachers to plan.

When they are finished, ask teachers to pair up and to share some of their plans with others.

Take some feedback by asking each pair to identify briefly for the whole group the aspect of equality they are planning to work on.

Worksheet 7: Planning for Equality

| | |
|---|--|
| What aspect of equality will I focus on? | |
| What curriculum and/or class group will I work with? | |
| What resources will I need? | |
| What methodologies will I use? | |
| How will I reflect or evaluate my equality work with my students? | |

Activity 9. Closing and Evaluation

Rationale

To bring the training to a close and to allow participants to evaluate the session.

Materials

It is suggested that you devise an appropriate evaluation form as a way of ending the training event.

Time Required

15 minutes

Process

Bring the session to a close by giving participants an opportunity to complete an evaluation form.

Once completed, ask the group to finish by giving some oral feedback on the training. This can be in the form of a word, a sentence, a reflection – whatever they feel comfortable saying.



Section 3:

Training Day 2

Activity 10. Introduction and Learning Environment



Rationale

It is important to take time for the group to re-form after the break between Part 1 and Part 2 of the training and to re-introduce the core themes of 'equality and human rights'.



Key Learning Point

- Equality and human rights are not just concepts – they are relevant to people's life experiences and their relationships with others.



Materials Required

You may require some materials, for example, cards, depending on which icebreaker activity you decide to use.



Time Required

20 minutes



Process

Begin with an icebreaker activity of your choice which allows people to re-introduce themselves to the rest of the group. Once people have been re-introduced ask the group to sit in small groups of 3 or 4 people. Briefly remind the group of the agreement they made at the beginning of the first training day in relation to creating a conducive environment.

Ask them to take some time to share with each other when they first become aware of, or experienced, unfairness or inequality? Remind the group that they need to be safe and to share only an experience that they are comfortable sharing.

Take some feedback from the discussion using the following question

- What issues were at the core of the inequality or unfairness?

Note some of the issues on the flipchart.

Make the link between the issues identified and the theme of equality and human rights – for example, what grounds were mentioned, what dimensions of equality were evident, what aspect of human rights could they be linked to?

Activity 11. Classroom Practice – Equality of Participation⁸



Rationale

This activity supports teachers to reflect on their current practice in relation to equality of participation and to view their practice from an equality and human rights perspective, and to identify steps they can take to support more participation by students that can lead to a more democratic school and classroom.



Key Learning Points

- A school can promote greater equality by encouraging student participation through, for example, creating class rules, allowing students to design their uniforms, resourcing the student council, or giving students a role in deciding themes for action projects. In Northern Ireland some schools also include students in the recruitment process of new teachers.
- Within the classroom, greater student participation in their own learning can be supported through democratic development of class agreements, use of methodologies which enable decision making and promote responsibility, giving students a say in seating arrangements, homework, project work, etc.



Materials Required

Hart's Ladder of Participation with each step printed on an A4 card so that it can be laid out on the ground with space between each step. Depending on the size of the group, a second set might also be useful (see page 49).

Presentation slides can be developed from **Training Notes 6: Hart's Ladder** and **Training Notes 7: Lundy's Model**.



Time Required

25 minutes

⁸ This activity is taken from Poynor, Anne-Marie and Mary Gannon (2014) *Enabling Student Voice in the Classroom*. Western Education and Library Board and CDETB Curriculum Development Unit



Process

Lay out the ladder cards on the floor with space between them.

The Ladder of Participation for young people was devised by Dr Roger Hart in 1992⁹. Explain that each step describes a progression between no participation and full participation. Use **Training Notes 6: Participation – Hart’s Ladder** to briefly clarify what the steps mean.

Ask the teachers to stand at the step where they think they and their students are at in relation to decision making in the *school*. Prompt them to consider things such as student council, choice of subjects, school rules or code of behaviour, extra-curricular activities, etc. When they have positioned themselves, ask them to share their reasons for being there with others at the same step.

Take some feedback from people at various steps.

Then ask them to move to the step they think they and their students are in relation to decision making within the *classroom*. Prompt them to consider things such as homework, methodologies, seating plans, assessment, etc., and again to share with people at the same step. Take some feedback of examples of different levels of participation. It may be that students’ level of decision making is greater for some examples than for others and encourage them to explore this.

Ask them to consider

- Their reactions to the activity – were they surprised at the level of participation in their classroom?
- Where would they like to move to?
- Should schools aim to reach the top rung of the ladder?

Then ask the teachers to move up one level from where they are. Now ask them to consider what would need to change, no matter how small, to move them up to that level. They should share their suggestions with two other people at the same step. Take some feedback on:

- Their ideas for what would need to change.
- What might make it difficult for them to move up the ladder? Are there barriers within the school to greater participation by students?
- What actions they would like to take?
- Which teaching methodologies could they use across the curriculum to make their classroom more democratic or encourage greater participation by students?
- Finally, if they were to consider the whole school, what changes would they propose to increase students’ participation?

Finish by using **Training Notes 7: Lundy Model** to describe the Laura Lundy model of participation and its usefulness as a framework to consider and reflect on teacher practice in the classroom and on whole school structures.

⁹ Hart, Roger A. (1992) *Children’s Participation: From Tokenism to Citizenship*. Innocenti Essays No. 4. UNICEF

Training Notes 6

Participation – Hart’s Ladder



If young people are to secure their full rights to participate and express their views in matters that affect them, then there is a need to support their active engagement in decision making. Without such opportunities, not only is there a missed learning opportunity, but there is also a limiting of their rights and, indeed, their responsibilities. Article 12 of the UN Convention on the Rights of the Child states that children must be given a say in decisions that affect them. The first goal in the National Children’s Strategy is that ‘Children will have a voice in matters which affect them and their view will be given due weight in accordance with their age and maturity’.¹⁰

Hart’s Ladder (1992) provides a framework for considering the levels of involvement and engagement in decision making that young people can have. Each step or rung of the ladder represents a particular position from non-participation to full participation. While it was initially developed to illustrate different levels of participation in communities, it can be a very useful starting point for teachers and schools to begin to reflect on how democratic the school or their classroom is.

Also see **Training Notes 7: Lundy’s Model** which describes another model of participation based on Article 12 and developed by Laura Lundy of Queen’s University Belfast.

The Ladder of Participation

Rung 8: Young people-initiated, shared decisions with adults

Students initiate a project or activity but the decision making is shared between young people and adults. This empowers young people while at the same time enabling them to access and learn from the life experience and expertise of adults.

Rung 7: Young people-initiated and directed

Students initiate and lead a project or activity. Adults are involved only in a supportive role. This empowers the young people, but excludes them from learning from the experience of adults.

Rung 6: Adult initiated, shared decisions with young people

Activities, events or projects are initiated by adults, but students share the decision making with the adults.

Rung 5: Consulted and informed

Students are consulted by adults and are informed about how their opinions will be used. They are informed of the decisions made by adults and the outcomes.

¹⁰ *Our Children – Their Lives: The National Children’s Strategy* (2010). Dublin: Stationery Office

Rung 4: Assigned but informed

Students are given a specific role and informed about how and why they are being involved.

Rung 3: Tokenism

Students have no meaningful choice about what they do or how they participate, but may be allowed to make minor decisions.

Rung 2: Decoration

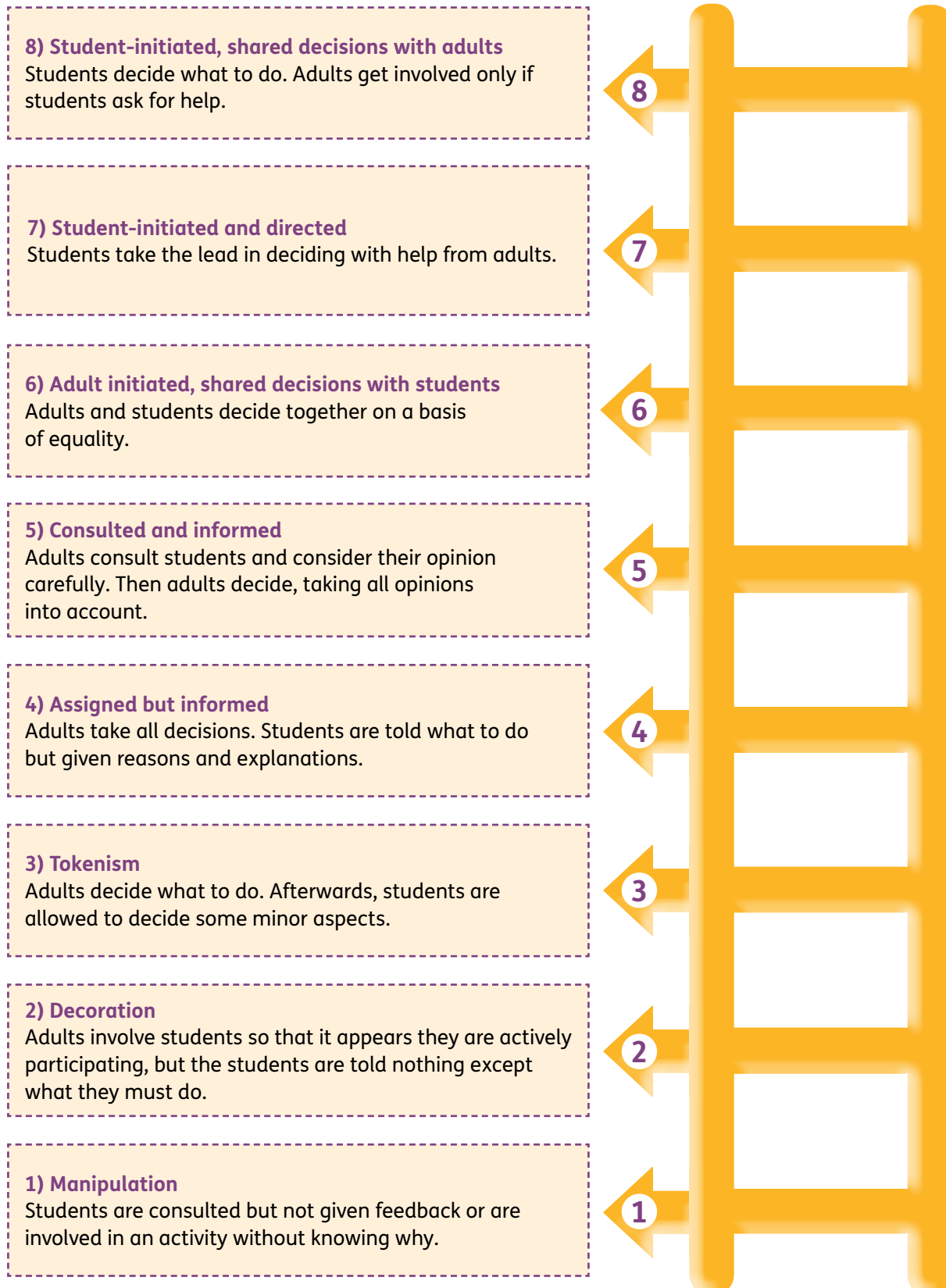
Students are asked to do something that makes it appear that they are actively participating in an event or process, but they have no real understanding of what it's about and no say in what happens.

Rung 1: Manipulation

Students are involved in some action but without any understanding of what it's about and with no opportunity to form their own opinions.

**“IF YOUNG PEOPLE ARE TO SECURE THEIR
FULL RIGHTS TO PARTICIPATE AND EXPRESS
THEIR VIEWS IN MATTERS THAT AFFECT THEM,
THEN THERE IS A NEED TO SUPPORT THEIR
ACTIVE ENGAGEMENT IN DECISION MAKING”**

Ladder of Participation (Hart, 1992)



Training Notes 7

Lundy's Model



Reflecting on how Article 12 of the UN Convention on the Rights of the Child can be implemented, Laura Lundy of Queen's University Belfast developed a simple but meaningful framework to support adults in ensuring that young people's voices are heard (Lundy, 2007)¹¹. This model has four elements:

Space: Children must be given the opportunity to express a view

Voice: Children must be facilitated to express their views

Audience: The view must be listened to

Influence: The view must be acted on as appropriate

The boxes below provide a way of examining the extent to which these four elements are present in a class or school.

| | |
|--|--|
| <p>SPACE</p> <ul style="list-style-type: none"> • Is there a safe space for students to express their views? • Are all students included when it comes to hearing their opinions? | <p>VOICE</p> <ul style="list-style-type: none"> • Are students helped to develop their views? • Can students express their views directly for themselves? |
| <p>AUDIENCE</p> <ul style="list-style-type: none"> • Are students given guaranteed opportunities to express their views? • Is there someone appointed to listen? | <p>INFLUENCE</p> <ul style="list-style-type: none"> • Are the students' views taken seriously? • Do adults take responsibility for responding to students' views even if they have not acted on them? |

¹¹ Lundy, Laura (2007) 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, Vol. 33, No. 6, pp. 927–942.

Activity 12. Sharing Practice



Rationale

Supporting and sharing practice among teachers is a means of encouraging peer learning. Ideas can be shared, learning can be articulated and challenges addressed. It is important that teachers share their rationale for choosing to focus on particular aspects of equality or human rights. They may have a curriculum-based rationale, be based on age group, or be methodology based.



Key Learning Points

- Peer learning is a valuable way for participants to resource themselves in relation to equality and human rights
- Relating classroom practice to the theme of equality and human rights can help build confidence and help teachers focus on equality and human rights goals when teaching.



Materials Required

A copy of **Worksheet 8: Learning From Practice** for each individual (see page 53)

Flipchart sheet for each group of four teachers (optional)

Presentation slides of the four dimensions of equality and nine grounds that can be developed from **Training Notes 3: The Four Dimensions of Equality** (see page 25) and **Training Notes 4: Irish Equality Legislation** (see page 26).



Time Required

20–25 Minutes small group work and 20–25 minutes feedback (total: 50 minutes to 1 hour)



Process

Give each participant a copy of **Worksheet 8: Learning from Practice** and ask them to take some time to complete it individually. Explain that it is not about ‘all they undertook or didn’t undertake with their classes’ but about their own learning.

Divide the participants into groups of three. Explain that their task is to share with each other what they have done in relation to equality and human rights since the first day’s training – allow each person to up to 5 minutes and ask them to address the following three questions in their sharing:

- What did I do? – including what aspect of equality and/or human rights they addressed
- How did I do it? – including the methodologies and processes they used

- What did I learn from what I did? – in terms of equality and/or human rights, their practice, or students learning

10 minutes from the end ask the group to draw on their personal sharing and identify key learning to feedback to the larger group.

Give each group a flipchart sheet and ask them to record their key learning in relation to equality and human rights. Alternatively the feedback can be taken orally, one group at a time.

After each group has given feedback, build on this by asking for other significant learning.

It can be useful to use the four dimensions of equality as a way summarising some of the learning – for example, was the learning related to equality of opportunity and outcome, equality of participation, equality of respect and recognition, or equality in relationships?

Examples that participants mentioned during the pilot training included

- Differentiation in the classroom is important to ensure equality of opportunity – for example, some students can learn terminology, others can think through consequences, others can understand the concepts of equality and human rights
- Taking time to introduce terminology supports learning for all
- Students were open to discussing sensitive issues and were in ways less nervous than the teachers
- There was a positive awareness of diversity among the students
- Students questioned my attitudes during the process
- Students are very cut off from the political system
- Gender equality remains a very alive issue for students
- The methodologies helped to open up discussion on a difficult issue by providing a context to allow students to name the issue and discuss it

Follow this feedback by asking the whole group:

- What aspects of equality and/or human rights they addressed

Note the different aspects of equality and/or human rights or dimensions of equality that were addressed.

Examples of issues addressed during the pilot training

- Diversity, stereotyping, disability, personal identity, gender, homophobia, English as second language, democracy

Open the discussion to the group as a whole in relation to the four dimensions of equality and the nine grounds and discuss the following questions.

- What aspects did the group as a whole address?
- What areas/issues were not addressed? Explore if there were reasons for this.

Worksheet 8: Learning from Practice

What did I do? – including what aspect of equality and/or human rights you addressed

How did I do it? – including the methodologies and processes you used

What did I learn from what I did? – in terms of equality and/or human rights, their practice, or students learning

Activity 13. Opportunities for Teaching About Equality and Human Rights Across the Curriculum

Rationale

Equality and human rights are often associated solely with citizenship education. This activity supports teachers to recognise opportunities to teach about equality and human rights issues within a wide range of subjects and shows how equality and human rights are integrated into the curriculum. It can be a very useful resource for bringing back ideas for colleagues in other subjects.

Key Learning Point

- For a whole-school approach, equality and human rights need to be incorporated into all areas of the curriculum.

Materials Required

Flipchart paper for small groups

Time Required

20 minutes

Process

Divide participants into small groups according to their subjects, and to brainstorm the opportunities that exist within the content of that subject to introduce equality and human rights. If many participants group themselves according to one subject, ask some of them to group themselves according to their second teaching subject.

Ask them to record their ideas on paper.

Give each group space on the wall to put up their sheet of ideas.

Agree to take time slots during the training for each group to do a 5-minute 'marketing' of their subject area.

Begin by taking feedback from one or two areas or topics they have identified.

Activity 14. Equality – Respect and Recognition: Debating the Issues



Rationale

It is important to enable teachers to explore their concerns in relation to equality and human rights and education. Hearing other views and encouraging debate about these is a way of addressing issues and challenges.



Key Learning Points

- Promoting a whole-school approach to equality and human rights is complex as staff members can have very varied opinions about how much a school can do in practice.
- Debates such as these can help schools to tease out the implications of their commitment to equality and human rights and if there are limitations in what they can do.
- Debates such as these help schools to think about and reflect on the messages they are giving to students through their practices.



Materials Required

Large AGREE and DISAGREE signs

A set of debate topics



Time Required

20–30 minutes



Process

Use the ‘walking debate’ method to help participants explore the issues that may arise in relation to teaching about equality and human rights.

Before beginning, take some time to read **Training Notes 8: Debating Issues** (see page 57).

As you begin the debate, remind the participants of the group agreement and the need for everyone to feel they can be honest about their opinions and feelings in order to explore difficult issues.

Ask the participants to stand in an open space in the room.

Put the AGREE and DISAGREE signs up at opposite sides of the room. Tell the group that you will make a number of statements in relation to teaching about equality and human rights. They will express their opinion on each by taking up a position between the AGREE or DISAGREE signs that shows what they think. As the statement is discussed, they can move to express a change in opinion. Emphasise that it is okay to stay in the middle, listen to the debate and then move accordingly as their opinion is formed.

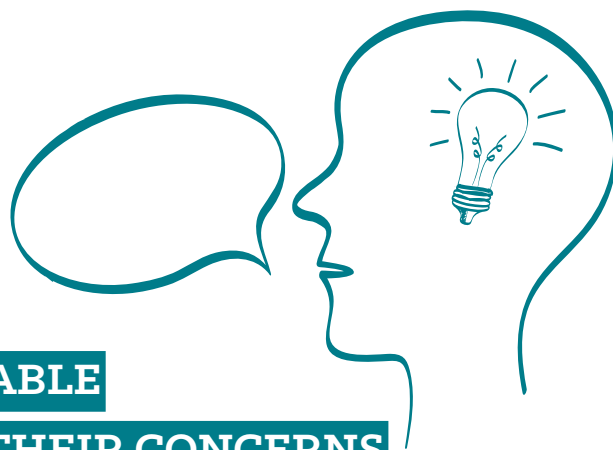
When participants have taken a position, ask them to say why they have taken that position. Encourage dialogue and debate among the group to persuade those who don't share their opinion to change sides

The statements given below relate to three of dimensions of equality, to encourage further reflection on them.

As an alternative to the walking debate method, the 'spectrum debate' method could be used (see *Tackling Controversial Issues in the Citizenship Classroom*, page 48)¹²

Possible Statements

- Schools should respect the religious beliefs and practices of students and parents (Equality of respect)
- Mixed ability teaching contributes to equal outcomes for all (Equality of outcomes)
- Fundraising for charities in developing countries encourages feelings of superiority rather than solidarity (Equality in relationships)



**“IT IS IMPORTANT TO ENABLE
TEACHERS TO EXPLORE THEIR CONCERNS
IN RELATION TO EQUALITY AND HUMAN
RIGHTS AND EDUCATION”**

¹² *Tackling Controversial Issues in the Citizenship Classroom: A Resource for Citizenship Education* (2012) CDVEC Curriculum Development Unit in collaboration with the Professional Development Service for Teachers, Dublin.

Training Notes 8

Debating Issues



There are many equality based issues that are pertinent to school life. In choosing topics for walking debates, it is useful to consider a few of the following points.

- Familiarise yourself with a range of issues that are pertinent to the group you are working with – for example, second level teachers, school managers etc.
- Once you choose your debate issues try to ensure that they reflect a range of equality dimensions – for example, equality of opportunity and outcome, equality of participation, equality of respect and recognition, and equality of relationship.
- Ensure your statements are clear and keep them short and concise.
- Be familiar with some of the potential issues each statement may raise so that you can encourage debate and be able to offer examples or additional comments.
- Be mindful that some debates may become polarised and therefore give some time to the exploring the middle ground.

Schools are institutions that have a culture of their own. Experiences in relation to any debate topic may vary across schools. It is important that this wide a range of experience is drawn upon.

It might be useful to end the debate by acknowledging that school culture, like any culture, can change over time.



Activity 15. Clarifying Values and Goals



Rationale

Exploring the value base of education and what teachers are really aiming for can help reduce anxiety and clarify achievable and reasonable outcomes for teaching about equality and human rights.



Key Learning Points

- It is useful to think about the overall values and goals when teaching about equality and human rights – particularly in relation to supporting realisable outcomes.
- Giving consideration to goals and values is part of establishing ‘safety’ for students and teachers when dealing with sensitive issues.



Materials Required

A copy of **Worksheet 9: Goals and Values in Teaching about Equality** for each participant (see page 59).



Time Required

25 minutes



Process

Introduce the activity by talking about the importance of clarifying goals and values in teaching about equality and human rights issues, particularly when they may be difficult issues.

Ask them to complete **Worksheet 9: Goals and Values in Teaching about Equality** in relation to one topic they have taught.

Divide participants into groups of 3 or 4 and ask them share with each other what they have written.

Allow 10–15 minutes for them to discuss and then take feedback on some goals they set for themselves.

Take feedback on how helpful they found the activity.

Worksheet 9: Goals and Values in Teaching about Equality

| Topic or Action | | | |
|---|----|----|----|
| Overall equality or human rights aim in teaching this topic | | | |
| Understanding of equality and human rights e.g. dimensions of equality, how groups are affected by inequality, impact of stereotyping, how policy can be unintentionally exclusive ... | 1. | 2. | 3. |
| Attitudes or values re: equality and human rights e.g. develop empathy, acceptance of diversity, commitment to taking action for equality ... | 1. | 2. | 3. |
| Skills relevant to equality and human rights e.g. critical analysis of causes of inequality, speaking out in the face of discrimination, participation in decision making ... | 1. | 2. | 3. |

Activity 16. Teacher's Stance¹³



Rationale

It is important for teachers to work through their own perspective on the position they take in relation to managing classroom discussions.



Key Learning Points

- Being conscious of the position taken by the teacher can help foster greater debate in the classroom
- A teacher can use a number of stances in any one discussion and their choice can be a matter of timing, for example, choosing to begin a discussion by declaring your interest may stifle debate but ending with it can bring a wider perspective.



Materials Required

Presentation slides can be developed using **Training Notes 9: Five Stances** for introducing the five stances (see page 62)

One large sheet of paper for each stance with a description of the stance at the top and with the sheet divided into two (see page 61 for an illustration).

Tables on which the sheets can be placed, along with markers.



Time Required

25 minutes



Process

Begin by outlining the fact that teachers can take up a particular position or stance in relation to any issue. It is often suggested that teachers should always take up a neutral position or stance, but this is virtually impossible. Depending on the issue or context, any number of teacher stances may be appropriate. Explain that the following activity is designed to help the group think through situations in which each of the stances may promote learning about equality and human rights.

¹³ This activity and training notes have been adapted from *Tackling Controversial Issues in the Classroom: A Resource for Citizenship Education* (2012) CDVEC Curriculum Development Unit in collaboration with the Professional Development Service for Teachers, Dublin.

Divide the participants into five groups. Explain that they will be engaged in a circular brainstorm using the five stances. Their task is to explore the five stances teachers can take and give an example of when each stance may be either appropriate or inappropriate for promoting equality and human rights learning.

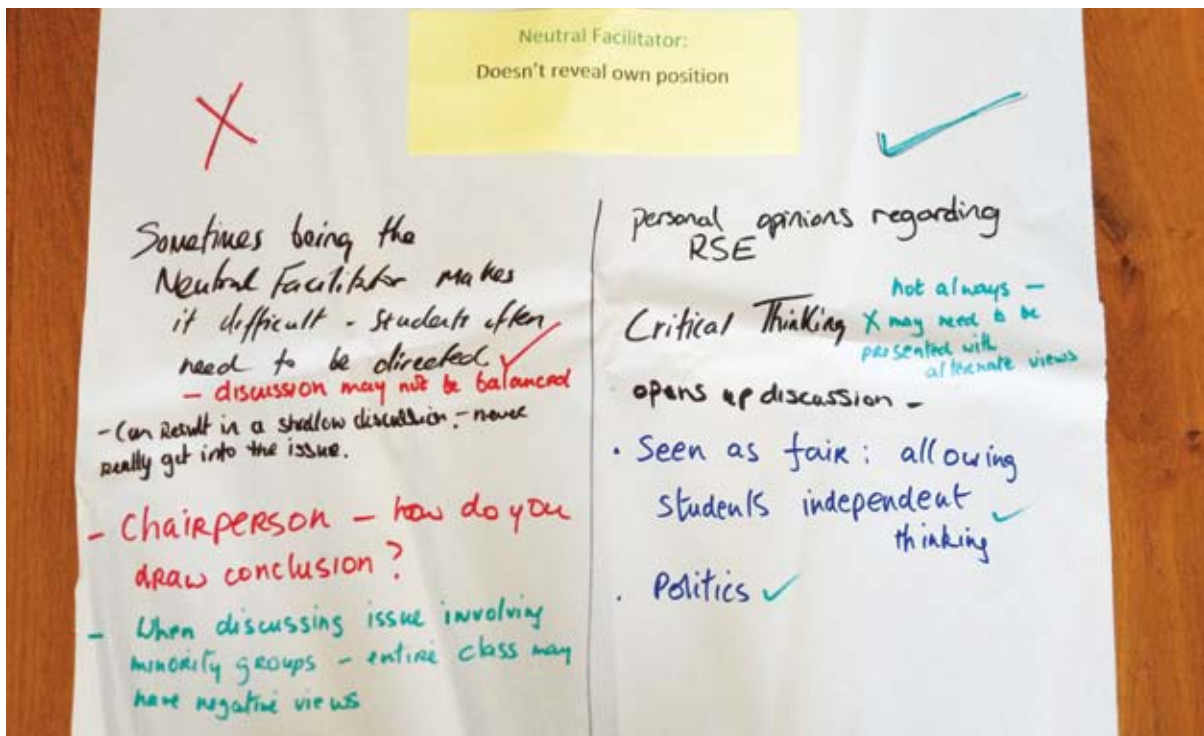
Description of methodology

Place the sheets with the stance descriptions on five tables along with sets of markers, one for each participant. (If each group has markers of one colour, for example a red group, blue group etc., it makes it easier to see when subsequent groups have added ideas or comments.) Ask each of the small groups to begin at one of the tables and explore that stance. They should think of situations where this stance might be appropriate in promoting equality and human rights and list these on one half of the sheet. Similarly they should list situations where it would be inappropriate on the other half of the sheet. They can also make comments about the situations.

After five minutes, ask each group to move to the next table and read what the previous group has written. They can tick comments they agree with, put an x against comments they disagree with, expand on the ideas or add qualifying or other comments. If they disagree with the previous group, they should explain why. They continue to rotate through the stances until each group is back at their original stance, where they should look at what all the other groups have added.

Then explore with the group:

- What stood out for you in this exercise?
- Are there specific stances that you found more appropriate or useful than others in promoting learning about equality and human rights?
- Were there stances that you had not considered using before as an approach to learning?



Training Notes 9

Five Stances



In teaching about equality it is important to consider what stance or position a teacher will take in relation to a particular issue. While some educators advocate that the teacher should always be neutral, this is virtually impossible. Depending on the issue and the context in which you are teaching, any one of a number of teacher stances may be appropriate.

Here are five basic stances that teachers can take:

Official Line: You take the official view – for example, representing the views of the school, the law or religious teaching.

Devil’s Advocate: You deliberately express a view contrary to the view of the class, in a situation where there is consensus among the students on a certain issue. This allows the airing of more perspectives on the issue.

Declared Interest: You state your position on an issue, particularly if you have strong views on it – so that the students know where you stand.

Ally: You support the views of a student who holds a minority view within the class, to ensure his or her view is given due weight. You become his or her ally.

Neutral Facilitator: You act as a neutral facilitator at all times – never expressing a personal view at all. Related to this is the impartial stance, where you recognise that while you have your own views, you provide a fair and balanced representation of a wide range of perspectives.



FIVE STANCES

Official Line

Puts forward law or official position without questioning it

Devil's Advocate

Puts forward an alternative view when students only see one perspective

Declared Interest

Reveals position or interest in the issue to class

Ally

Supports viewpoint of student who is in danger of being isolated by the majority of the class

Neutral Facilitator

Doesn't reveal own position

Activity 17. Classroom Practice that Promotes Equality and Human Rights



Rationale

To promote equality and human rights within the classroom, it is not enough to teach about it – the classroom itself must model equality in all its dimensions and human rights. This activity allows teachers to reflect individually and in groups on various factors which impact on equality and human rights in the classroom and how they can change or improve their practice.



Key Learning Points

- A shift in practice at any level can increase students' awareness of equality and human rights
- Analysing their practice can help teachers develop greater awareness of how equality and human rights can be embedded in their teaching.



Materials Required

One copy of each of **Worksheet 10: Teaching and Learning**, **Worksheet 11: Classroom Processes**, and **Worksheet 12: Developing Students' Skills** for each participant (see pages 65–67).



Time Required

45 minutes



Process

Explain the rationale for the exercise to the group, emphasising that this is a reflection and awareness raising exercise – not an inspection!

Give each participant a set of classroom practice sheets and ask them to individually read the statements and tick the appropriate box for each one. **Note that depending on the time available you might ask each person to work on one sheet of their choice.**

When their sheet is complete ask participants to form small groups of 4. Ask them to share **one** example from their current practice of things that are working well. Then ask the group to discuss and come up with suggestions for how they might work on one or more of the statements which they see as particularly relevant to promoting equality among their students. Participants can note these on their sheets. Finish by taking limited feedback – one example from each group of something which is working well and one suggestion for change.

Worksheet 10: Teaching and Learning

| Teaching and learning for equality and human rights | A. I consider this in my teaching | B. This is an area I could work on |
|---|-----------------------------------|------------------------------------|
| The teaching materials used reflect and value diversity – poetry from different cultures, history of women and powerless people as well as powerful male, varying family structures ... | | |
| Teaching and learning methodologies are inclusive – they meet the needs of students with disabilities, different learning styles, or language and literacy difficulties | | |
| Examples, references and content are included which are relevant to students’ backgrounds – cultural, religious or family backgrounds ... | | |
| Textbooks and images are checked for stereotypes, bias, and assumptions – gender based, heterosexual ... | | |
| Images are carefully chosen to reflect diversity, inclusion, and positive recognition – a wheelchair user at work as opposed to someone needing help ... | | |

One example from my practice:

Suggestions for changing practice following group discussion:

Worksheet 11: Classroom Processes

| Classroom processes that promote equality and human rights | A. I consider this in my teaching | B. This is an area I could work on |
|---|-----------------------------------|------------------------------------|
| Mutual respect and positive relationships are supported – through a negotiated Class Agreement which encourages respect for all ... | | |
| Group work is designed to help students learn to work co-operatively within diverse groups | | |
| Students are regularly consulted about what happens in the classroom – seating arrangements, teaching and learning methodologies | | |
| Students are consulted about homework – amount, timescale, format, assessment methods ... | | |
| Students are given opportunities to evaluate the teaching and learning process – what they enjoyed, what best supports their learning ... | | |

One example from my practice:

Suggestions for changing practice following group discussion:

Worksheet 12: Developing Students' Skills

| Developing students' skills in relation to equality and human rights | A. I consider this in my teaching | B. This is an area I could work on |
|--|-----------------------------------|------------------------------------|
| Students are actively encouraged to respect ethnic, religious, cultural and social diversity | | |
| Students are encouraged to question stereotypes in the media, in teaching materials and in popular culture | | |
| Where bias is present in texts, students are supported to develop the skills of critical interrogation | | |
| Negative remarks and generalisations about whole groups of people are consistently challenged | | |
| Students are supported in decision making and taking responsibility for their actions | | |
| Students are actively encouraged to put themselves forward for positions of responsibility in the class and the school | | |

One example from my practice:

Suggestions for changing practice following group discussion:

Activity 18. Action in the School



Rationale

In order to create a culture of equality and human rights in the school it is important to encourage empathy among teachers for students who are protected under the different grounds and for them to consider the language that school policies use and any 'blind spots' they may have.



Key Learning Points

- While school mission statements might not be reviewed or examined regularly, they can define a school ethos and the words they use are important
- Reviewing a school mission statement from the perspective of the nine grounds and equality and human rights can be a useful reflective exercise and raise interesting responses from staff members
- The question 'who are mission statements for?' is useful to consider. Often the language used is not student friendly, although it can be written in school journals



Materials Required

One *Character Card* for each participant, each character printed on different coloured card (see pages 70–76). A number of teachers can have the same character.

A selection of five or six mission statements from schools, on large sheets. These can be sourced and downloaded from the internet. A diversity of schools should be accessed.



Time Required

30 minutes



Process

Place each of the mission statements around the room.

Give each participant a character card and ask them to spend a few moments thinking about them – the kind of person they envisage them to be, the kind of life they live, concerns or anxieties they have and so forth.

Explain that they are to take time to view the five vision statements placed around the room.

Ask them to move around, staying in character, and to visit each school mission statement and to consider what they liked about it, would they feel welcome there and so forth. Ask them to do this in silence and not to talk to each other as they view the statements.

Once they have visited all schools, divide the participants into their character groups.

Each participant can share their responses to the different mission statements with the others in their group.

Take some feedback from the groups in relation to the questions below. As the groups are giving feedback ask them to introduce their character to the whole group.

- What made one school stand out from another?
- Did your group find any of the school statements particularly useful or helpful?
- Were there any that you found particular difficult?
- What significant words would you like to see in a mission statement that would promote a sense of equality and human rights?

**“IT IS IMPORTANT TO ENCOURAGE EMPATHY
AMONG TEACHERS FOR STUDENTS WHO ARE
PROTECTED UNDER THE DIFFERENT GROUNDS
AND FOR THEM TO CONSIDER THE LANGUAGE
THAT SCHOOL POLICIES USE AND ANY ‘BLIND
SPOTS’ THEY MAY HAVE”**

CHARACTER CARDS

My name is John. I am a member of the Traveller community. I am 15 years of age and I want to change school for my Leaving Cert. I don't want to go back to my last school due to bullying and one of my concerns is that it will happen here again.

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CHARACTER CARDS

My name is Grainne. I am 16 years of age and two months pregnant. My concern is that I won't manage to get through the pregnancy and the Leaving Certificate course – so I'll probably end up having to leave.

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CHARACTER CARDS

My name is Robert and I am 12 years of age. My mother is very sick and I do a lot of the caring for her. I know have missed out on a lot of classes and I'm concerned that the teachers are going to put pressure on me and my mum to make sure I go to school every day but I don't want to leave her every day.

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CHARACTER CARDS

My name is Najia. I am 12 years old asylum seeker from Afghanistan. I am currently living in a direct provision hostel – and my concern is that I have poor English language skills, which I think will act as a barrier to my getting into the school.

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CHARACTER CARDS

My name is Peter. I am 12 years of age and I am a wheelchair user. I want to go to my local school with my friends and I am concerned that the school will refuse me because of my disability.

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CHARACTER CARDS

My name is Bobby. I am 12 years of age. I have two Mums. I am concerned that I will have to deal with homophobia and negative attitudes towards my parents and towards me.

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My name is Bobby. I am 12 years of age. I have two Mums. I am concerned that I will have to deal with homophobia and negative attitudes towards my parents and towards me.

CHARACTER CARDS

My name is Aasha. I am 15 years of age and want to come to this school to do Transition Year. My concern is that the TY includes two field trips – one of which takes place during Ramadan and that I won't be able to access the proper food at the right time.

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Activity 19. How School Policies Promote Equality and Human Rights



Rationale

School policies can be an effective tool to promote equality and human rights. It is important that they are regularly reviewed. Giving teachers an experience of reviewing one policy can build their capacity to engage in equality proofing.



Key Learning Points

- Reviewing an anti-bullying policy is an important aspect of a whole-school approach to equality and human rights
- Having a set of criteria against which a policy can be reviewed is important
- Equality and human rights provide a useful lens for reviewing any school policy
- Policies should be alive in the school and be accompanied by clear steps to ensure that they can be implemented in practice.



Materials Required

Copies of a school anti-bullying policy for each small group. This can be downloaded from a school of your choice through the internet.

A copy of **Worksheet 13: Anti-Bullying Policy – Equality and Human Rights Review Sheet** for each participant (see page 79).



Time Required

35 minutes



Process

Ask participants to form small groups of 4 or 5.

Then distribute a copy of the chosen anti-bullying policy to each person, along with a copy of the questions for critiquing them.

Ask them to individually read through the policy.

Once completed, ask them to discuss the review questions as a group before completing the worksheet.

Finally take brief feedback as to how helpful they found the review process and of some key recommendations they had in relation to strengthening the equality impact of the policies.

Prompt questions include:

- What aspect of the policy struck you as actively promoting equality and human rights?
- To what extent does the policy articulate respect for diverse identities of students, staff and parents?
- Would all students feel adequately protected by the policy?
- What suggestions do you have as to how the policy could better support the promotion of equality and human rights?
- Do you think the policy could be easily implemented in practice?



**“SCHOOL POLICIES CAN BE AN
EFFECTIVE TOOL TO PROMOTE
EQUALITY AND HUMAN RIGHTS”**

Worksheet 13:**Anti-Bullying Policy – Equality and Human Rights Review**

| | Yes | No | Comments/recommendations |
|--|-----|----|--------------------------|
| All school partners been involved in developing this policy | | | |
| A statement of rights and responsibilities of all members of the school community is included | | | |
| The nine grounds and bullying on the basis of the grounds are explicitly named | | | |
| Bullying is defined and described | | | |
| Harassment and sexual harassment are covered by the policy | | | |
| Official responses adequately support both the victim and the bully | | | |
| Official responses are designed to repair the relationship between the bully and the victim where possible | | | |
| Students who witness bullying are encouraged to take responsibility for reporting it | | | |
| Would all people named under the nine grounds feel safe and respected in this school? | | | |

Activity 20. What Students Learn



Rationale

This activity is based on the premise that it is useful for teachers to listen to students' experience of taking action in relation to equality and human rights.



Key Learning Points

- Teachers can learn from students' experience.
- Hearing students speak of their experience can affirm teachers' commitment to taking action.



Materials and People Required

Ideally this session should include face-to-face time between small groups of teachers (no more than 10 in a group) and students (up to three groups) who have undertaken school-based or community-based actions in relation to equality and human rights.

A letter or invitation and explanation of this particular session should be sent to schools (see page 82 for a sample letter).



Time Required

75 minutes



Process

Begin by explaining to the teachers that they will have an opportunity to talk to some students who have undertaken a school-based or community-based action in relation to equality and human rights.

The student(s) will be given 5–7 minutes to describe their action.

This will be followed by a moderated question and answer session where teachers can ask the students more detail about any aspect of what was described. Questions that can be asked might include:

- Why did you choose that particular topic or issue?
- How did you choose it?
- How did you find working in a group – did everyone play their part?
- What did the teacher do that supported you?

- What did you learn about the issue?
- What did you learn about equality or human rights?

Ideally this session should be conducted using break-out rooms where teachers or students can move into different spaces.

Once all teachers have engaged with the students invite the teachers to debrief by using some or all of the following questions:

- How would you describe the value of taking action on an equality and human rights issues for students, the school or the community?
- What challenges do teachers face in supporting students to take action on issues such as these?
- What one action can you take to address these challenges?



Request For Student Session

INTRODUCTION

X is organising training for teachers on how to guide discussion and action on equality. We would like to include student voice in the training by providing participant teachers with an opportunity to engage directly with students who have been involved in equality, human rights or social justice activities and actions.

Students who engage with equality activities and actions in the classroom, school or community are best placed to help teachers understand the value and impact of such work. They also offer a unique insight that can support teachers to identify the different dimensions associated with learning – for example choosing an issue or theme, progressing from an idea to action and identifying or articulating what has been learned in the process. It is for this reason that we wish to include a student session with teachers during *Equality and Human Rights Awareness Training for Teachers*.

DATES AND TIMES

Participation from two students and an accompanying teacher from your school at the following session would be extremely helpful:

Time:

Date:

Venue:

STUDENT SESSION (1 hour in total)

The student session will be facilitated by one of the equality and human rights trainers and any accompanying teacher is welcome to remain with the students.

It is envisaged that two students from a school that has engaged in an equality, human rights, or social justice project will work with a group of up to 10 teachers for approximately 20 minutes. They will repeat their session three times.

During each 20-minute slot students will have time to make a short presentation on their work and this will be followed by giving the teachers time to ask some questions.

PRESENTATION

Students will be asked to prepare a short presentation (no longer than 7 minutes) on the equality, human rights, or social justice action they undertook. Ideally the presentation should highlight:

- the equality or human rights theme,
- the project or action they undertook, and
- what they and their classmates learned.

FACILITATED QUESTION AND ANSWER DISCUSSION

The question and answer discussion between students and teachers will be informal and will be facilitated by one of the equality and human rights trainers. While all the questions cannot be predicted it is expected that they might explore the students' experience a little more, for example:

- What did you like about the project?
- What did the teacher do that was helpful?
- What did you find challenging?
- How did you manage to work together as students?

As noted above the idea is for teachers to have an opportunity to hear from students about what they think about different teaching methodologies, what works well when introducing issues of equality or human rights issues in the classroom and school, and what challenges teachers and students face in this work.

Thank you in advance for your willingness to participate.

Activity 21. Evaluation and Review

Rationale

It is important to end the training with both a personal evaluation and general review.

Material Required

Individual evaluation sheets need to be devised for each participant (see page 85 for sample questions that can be asked).

Time Required

15–20 minutes

Process

Give each participant a copy of their individual evaluation sheet and ask them to complete it.

End the session by conducting a whole group review using the following questions:

- What activities or processes during the training supported your learning in relation to equality and human rights?
- Is there anything you think could be changed or adapted?

Sample Questions for Individual Evaluation Sheet

1. Before the training – what I hoped to get out of the training?

2. After the training – the most important aspect of the training for me?

3. My key learning about equality was

4. My key learning on teaching methodologies was

5. One way in which I will apply the training in my teaching is

6. One way in which I will apply the training in my school is

7. Are there any challenges you will encounter in applying the training?

8. Are there any further supports that would be useful?

9. Any final feedback?

OPTIONAL:

Name: _____

School: _____




THANK YOU

Section 4:

Resources

This catalogue of teaching and learning resources is a starter catalogue.

A number of symbols are used in this catalogue to help you to easily identify the different types of resources referred to:

-  written materials, education packs
-  video clip, documentary, movie
-  website, url, YouTube clip, Vimeo page

Within the resources listed in this catalogue, there are references to additional teaching and learning materials – for example, education packs, websites, films, and organisations to contact.

The resources listed are grouped under the following headings:

- Core resources
- Rights and responsibilities
- Children's rights
- Refugees and asylum seekers
- Equality
- Discrimination
- Stereotyping
- Ability and disability
- Lesbian, gay, bisexual and transgender people
- Racism
- Religion
- Travellers and Roma
- Women's rights
- Migrants
- Homelessness
- Human trafficking
- Poverty
- Voting and participation
- Controversial issues
- International human rights manuals
- Active teaching and learning methodologies
- Action projects
- Photographs
- Films

Core resources

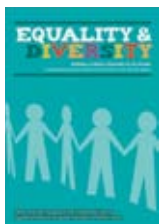
Many of the activities in this training manual are drawn from four resources published by the Equality Authority, the Professional Development Service for Teachers, the CDVEC Curriculum Development Unit, and the Irish Human Rights Commission. They all contain further material that can be used by teachers.



O'Shea, K. (2011) *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education* (Dublin: Equality Authority and Professional Development Service for Teachers)

Spotlight on Stereotyping was developed for Civic, Social and Political Education in the Junior Cycle. It links to key concepts in the CSPE curriculum such as identity, human rights, and human dignity. It was developed in partnership with the Professional Development Service for Teachers.

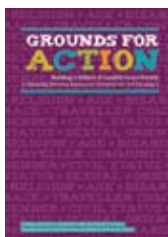
<http://www.equality.ie/en/Publications/Good-Practice-Publications/Spotlight-on-Stereotyping.html>



Gannon, M. and Ruane-Kelly, A. (2012) *Equality and Diversity: Building a Culture of Equality in our Society – A Citizenship Education Resource for Transition Year and Key Stage 4* (Dublin: CDVEC Curriculum Development Unit)

Equality and Diversity was developed as a resource for senior-cycle students – Transition Year in Ireland and Key Stage 4 in Northern Ireland. It uses active learning methods to bring the concepts of equality and inequality to life for students. The five sections deal with diversity, perceptions and stereotypes, exploring equality, equality and the law, and creating a culture of equality.

<http://www.equality.ie/en/Good-Practice/Equality-and-Diversity-and-Grounds-for-Action-Building-a-Culture-of-Equality-in-Our-Society-A-Citizenship-Education-Resource-for-Transition-Year-and-Key-Stage-4.html>



O'Shea, K. (2012) *Grounds for Action: Building a Culture of Equality in our Society – A Citizenship Education Resource for Transition Year and Key Stage 4* (Dublin: Equality Authority)

Grounds for Action was written to accompany *Equality and Diversity*. It builds on the materials in *Equality and Diversity* by providing plans for 20 action-based learning projects. It also includes some case studies from action projects undertaken in four schools, a set of templates, and 'rough guides' to support students.

<http://www.equality.ie/en/Good-Practice/Equality-and-Diversity-and-Grounds-for-Action-Building-a-Culture-of-Equality-in-Our-Society-A-Citizenship-Education-Resource-for-Transition-Year-and-Key-Stage-4.html>



☞ Irish Human Rights Commission (2013) *Express Yourself! Young People Promoting Human Rights & Equality in Ireland: 6-Step Teacher Guide to CSPE Action Project & Exhibition* (Dublin: Irish Human Rights Commission)

This resource is designed to help teachers in the classroom to put a spotlight on human rights and equality in Ireland. It complements other resources and has the specific objective of providing a framework to help CSPE students take part in the ‘Express Yourself! Young People Promoting Human Rights and Equality’ operated by the Irish Human Rights Commission.

🔗 <http://www.ihrc.ie/publications/list/express-yourself-6-step-teacher-guide>

Rights and responsibilities



☞ Amnesty International (2008) *Celebrating the Universal Declaration of Human Rights* (Dublin: Amnesty International)

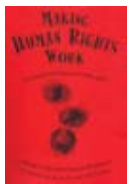
This resource provides a series of lessons and activities to enable students and teachers to explore the UDHR through a range of active learning methods.

🔗 <http://amnesty.ie/celebrating-universal-declaration-human-rights>



☞ CDVEC Curriculum Development Unit (1998) *Basic Human Rights and Responsibilities: A Human Rights Education Module for First Year CSPE* (Dublin: CDVEC Curriculum Development Unit)

This resource outlines a variety of routes through the concept of rights and responsibilities using active teaching and learning methodologies.



☞ CDVEC Curriculum Development Unit (2000) *Making Human Rights Work: The Promotion and Protection of Human Rights* (Dublin: CDVEC Curriculum Development Unit)

A number of different human rights situations are tackled in this resource through a variety of interesting classroom approaches and activities.



☞ Harrison, C. (2011) *Compilation of Classroom Activities/Methodologies on the concepts of Human Dignity and Rights & Responsibilities*

This resource contains a number of active learning activities no longer available which are as useful today as they were when they were produced in the 1990s.



☞ DEFY, National Youth Council of Ireland (2008) *Setting our Sights on Rights* (Dublin: National Youth Council of Ireland)

This resource was developed to celebrate the 60th anniversary (in 2008) of the Universal Declaration of Human Rights. The resource explores the concept of human rights and how rights specifically relate to the lives of young people in Ireland and around the world through a range of active learning activities and methodologies.



 **Amnesty International, *Voice Our Concern* (Dublin: Amnesty International)**

This resource offers teachers and students at senior cycle an unequalled opportunity to participate in lessons focused on human rights. Each lesson has been written in collaboration with internationally renowned artists, experienced teachers, students and the Irish Museum of Modern Art.

 <http://www.amnesty.ie/voice-our-concern>




 **Amnesty International, *Geography, Development and Human Rights* (Dublin: Amnesty International)**

This resource has been produced to be taught alongside the Leaving Certificate Geography syllabus. Each class builds upon what students have learned from the core syllabus and adds a human rights component to these topics.

 <http://www.amnesty.ie/content/geography-development-and-human-rights>



 **Amnesty International, *A Whole School to Approach to Human Rights Education* (Dublin: Amnesty International)**

Adopting a whole-school approach goes beyond teaching human rights as a separate lesson in the classroom. It means creating an environment where everyone understands, values and protects human rights.



 **Amnesty International, *A Matter of Life and Death* (Dublin: Amnesty International)**

Students are introduced to the use of the death penalty. They will study the cases of two men sentenced to death: Troy Davis and Anthony Haynes in the USA. Students will decide which rights in the Universal Declaration of Human Rights (UDHR) are involved in these cases, and critically evaluate views on just punishment and the death penalty.

 <http://www.amnesty.ie/sites/default/files/A%20Matter%20of%20Life%20and%20Death.pdf>

  **The 30 Articles of Human Rights**

An artistic video by Ani Boghossain outlining the 30 articles of the UDHR (2:29 mins).

 <http://youtu.be/36CUlaqmFi4>



 **Youth Games**

This website contains interactive games that focus on human rights and also provide information on human rights. In addition to being available for playing online, a number of the games can be downloaded. Among the games available are 'Fighters for rights' which provides interesting information about the life

and work of some famous individuals who have fought for human rights in various countries and 'Education for all', a card game that encourages the players to reflect on education as an essential human rights issue and critically analyse the level of access to quality education world-wide. One of the games, 'Be Cool', is for mobile phones.

 <http://youth-egames.org/>

Children's rights

📺 The UN Convention on the Rights of the Child (UNCRC)

Short animation by the Children's Rights Alliance (www.childrensrights.ie) on the United Nations Convention on the Rights of the Child (UNCRC). The animation is aimed at children. (1:52 mins)

🔗 http://youtu.be/y_2nA49p3yw

📺 Do Children's Rights Matter?

The Children's Rights Alliance assembled a group of young people (15–18 years) to make a short film about the Convention on the Rights of the Child. They identified three problems that they face on a daily basis. They were: bullying, poverty, and lack of recreational spaces. Over the course of the filming process, the young people also set up their own children's rights organisation to advocate on behalf of children. (8:23 mins)

🔗 <http://youtu.be/TqrjjVeZNYO>

📄 Ombudsman for Children *Small Places: Exploring Young People's Rights in their Daily Lives* (Dublin: OCO)

This resource contains materials to assist teachers to explore children's rights and responsibilities with their students in the context of curriculum teaching and learning.

🔗 http://www.oco.ie/assets/files/Education%20materials/OCO_PostPrimary_English.pdf

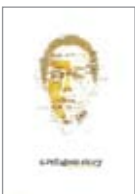
📄 Ombudsman for Children (2010) *What Do you Say? Exploring Children's Rights and Understanding what the Ombudsman for Children Does* (Dublin: OCO)

This set of resource materials consists of 10 activities on the concept of rights and responsibilities. Culminating in suggestions for action projects, the materials support teachers to explore issues relating to children's and young peoples rights with students. The resource includes references to rights in the UN Convention on the Rights of the Child and the Constitution.

Posters on children's rights are also available at <http://www.oco.ie>

🔗 http://www.oco.ie/assets/files/Education%20materials/PostPrimary_NEW_Web.pdf

Refugees and asylum seekers



📺 Irish Refugee Council (2004) *A Refugee's Story: Video and Resource Pack* (Dublin: Irish Refugee Council)

This resource consists of a video and a series of lessons on refugees quashing the myths and highlighting the facts about the lives of refugees who arrive in Ireland.

A second video is an extract from an RTÉ Prime Time programme on the asylum process and how asylum seekers are treated in Ireland while awaiting the processing of their cases.



The Value of Women in Congo

This video focuses on how war affects women. It won the Irish Council for Civil Liberties Human Rights Film Award (see: www.humanrightsfilmawards.ie). (13 mins)

 <http://vimeo.com/67693454>



Trócaire (2009) People on the Move (Dublin: Trócaire)

This educational resource and photograph pack is extremely useful in exploring internal migration and displacement. This pack has 12 accompanying photographs, all with a focus on conflict-induced displacement, and covers a range of countries including Burma, Colombia, Kenya, Palestine, Somalia and Sudan, all of which are home to many internally displaced persons.



Undocumented Migrants

This short film explores issues for undocumented migrants and their campaign for justice. It was developed by the Migrant Rights Centre Ireland. (2:10 mins)

 <http://www.mrci.ie/our-work/justice-for-undocumented/>

 <http://youtu.be/gJNrFaLYy6o>

Equality



Gannon, M. (2002) Changing Perspectives: Cultural Values, Diversity and Equality in Ireland and the Wider World (Dublin: The CDVEC Curriculum Development Unit)

This teaching and learning resource explores interculturalism. The activities and methodologies help young people to explore cultural diversity and equality in relation to the values and structures of Irish society and Ireland's relationships with the wider world.



Yellow Flag Programme

The Yellow Flag Programme is an intercultural education model that was developed by the Irish Traveller Movement (ITM) in 2008. It aims to work with students, staff, management, parents and the wider community so that issues of diversity and equality are not merely seen as 'school subjects' but can be understood and taken outside the school setting into everyday life.

 <http://www.yellowflag.ie>



National Youth Council of Ireland (NYCI) Let's Act on Inclusion

This is a 10-part video series on equality and inclusion. Each video clip focuses on different issues and is of 1–3 minutes duration. Each short clip may be used as a standalone resource or in conjunction with the free online resource Access All Areas: A Diversity Toolkit. Ten youth

groups from around the country took part in making the videos on themes of equality, mental health, Travellers, LGBT, cultural diversity, gender consciousness, physical and sensory disability, young parents, learning disability and intergenerational work.

🔗 <http://www.intercultural.ie/content/lets-act-inclusion-video-series>



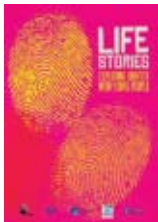
📖 Trócaire, URARI – *Equality Exploring Gender Equality through a Global Lens* (Maynooth: Trócaire)

The expectation both in Irish and international law is that men and women are equal and treated accordingly. Yet gender inequality remains a feature in every region in the world. In developing countries where Trócaire works, this inequality is exacerbated by extreme poverty.

Women, not trains, planes or trucks, carry two-thirds of Africa's goods. They are the primary carers in the home and of HIV/AIDS patients and orphans. The physical, emotional and financial burdens which they carry on a daily basis are enormous. And yet, these incredible contributions continue to be undervalued and undermined while their full potential and choices go unrecognised. This resource provides opportunities through a variety of activities to explore gender equality through a global lens.

🔗 <http://www.trocaire.org/sites/trocaire/files/pdfs/edu/age/2007CSPEresource.pdf>

Discrimination



📖 YARD, NYCI (2004), *Life Stories – Exploring Identity with Young People* (Dublin: Yard c/o The National Youth Council of Ireland)

Life Stories is an educational activity pack that gives a voice to young people from a diverse range of minority groups in Ireland. The young people's stories form the backbone of the pack. These stories are supported by group work, simulation games, drama and art activities, which enable young people to explore identity in Ireland and around the world.

🔗 <http://www.developmenteducation.ie/resources/youth/life-stories-exploring-identity-with-young-people.html>

🔗 **Recruitment Agency**

A videogame by Youth E-Games about tolerance and objective decision making.

🔗 <http://youth-egames.org/games/hrmanager/hrmanager.html>

Stereotyping



📖 **The Equality Authority and the National Youth Council of Ireland (2008) *Stereotyping of Young People Resource Pack*** (Dublin: The Equality Authority and the National Youth Council of Ireland)

This resource pack was developed to support young people and organisations of young people to recognise stereotyping and to challenge any stereotyping of young people. The resource pack was also designed to challenge any stereotyping of other groups by young people.

🔗 <http://www.youth.ie/sites/youth.ie/files/STEREOTYPING%20of%20Young%20People%20RESOURCE%20PACK.pdf>

Ability and disability



📺 **View from Here**

This short film (12 mins) and the accompanying booklet have been produced by the Irish Wheelchair Association. It stimulates students and teachers to examine and challenge their attitudes to people with disabilities. It also highlights the simple steps that can be taken to improve how they look upon people with disabilities and how they treat them. (12 mins)

🔗 <http://www.iwa.ie/information/dvd-section> click on *View from Here*



📺 **Guinness Basketball Commercial**

This short advertisement provides a different take on ability/disability – an interesting way of introducing the topic. (1:01 min)

🔗 <http://youtu.be/xwndLOKQTDs>



📺 **Inside I'm Dancing (2004)**

This is a 2004 comedy-drama directed by Damien O'Donnell, starring James McAvoy, Steven Robertson, Romola Garai and Brenda Fricker. Rory O'Shea (James McAvoy) and Michael Connolly (Steven Robertson) become friends when Rory moves into Carrigmore Residential Home for the Disabled. Michael has cerebral palsy and almost unintelligible speech which Rory somehow can understand. Rory and Michael then pursue the Independent Living Allowance and life outside the confines of the residential home (104 mins).

📺 **My Left Foot: The Story of Christy Brown (1989)**

This is the story of Christy Brown, who was born with cerebral palsy. He learned to paint and write with his only controllable limb – his left foot. Directed by Jim Sheridan (103 mins).

Adcock, B. and Remus, M. L. (2006) *Disability Awareness Activity Packet*

This booklet gives you some ideas for helping students understand different disabilities. Many of the activities can be used to explain more than one disability. Topics covered by the activities include autism, communication disorders, hearing impairments, learning disabilities, mental retardation, physical disabilities, vision impairments, and disability in the media.

 <http://www.vcu.edu/partnership/C-SAL/downloadables/PDF/DisabilityAwarenessPacket.pdf>

The Convention on the Rights of Persons with Disabilities

The full text of the Convention on the Rights of Persons with Disabilities, on the United Nations' website. Links on the site lead to further resources, including a 'Q&A' on the reason for the Convention, the list of countries that have signed and ratified it, and a page summarising the content of the Convention.

 <http://www.un.org/disabilities/convention/conventionfull.shtml>

Famous People with Disabilities

A short film identifying famous people through the ages who have or had a disability, ranging from Isaac Newton to Cameron Diaz. (4:35 mins)

 <http://youtu.be/A9Z06EeIhFM>

Lesbian, gay, bisexual and transgendered people



GLEN, ASTI and TUI (2011) *Supporting Lesbian, Gay and Bisexual Students: The Role of Teachers* (Dublin: GLEN, ASTI and TUI)

This pamphlet provides advice, guidance and support for teachers in recognising the diversity of students they teach, including recognising that some of their students are gay, lesbian or bisexual. It also assists teachers in affirming this diversity and supporting students who identify as or are perceived to be lesbian, gay or bisexual. This resource also supports teachers in challenging name-calling and homophobic bullying.

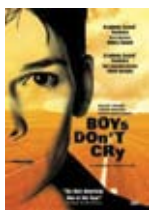
 http://www.glen.ie/attachments/The_Role_of_Teachers.PDF



Stand Up! LGBT Awareness Week

Stand Up! LGBT Awareness Week tackles homophobic bullying by encouraging all young people to support their lesbian, gay, bisexual and transgender (LGBT) friends. This awareness week takes place in March each year.

 <http://www.belongto.org>



Boy's Don't Cry (1999)

The film is a dramatization of the real-life story of Brandon Teena, a trans man played in the film by Hilary Swank, who is beaten, raped and murdered by his male acquaintances after they discover he is anatomically female. The picture explores the themes of freedom, courage, identity and empowerment. (118 mins)



🎬 **Trans (2012)**

'Trans' is an up-close and very personal journey into the transgender world through the memorable stories and the unusual lives of a remarkable cast of characters. It begins with the story of Lt. Commander Christopher McGinn, a US Navy flight surgeon selected by NASA to serve on two space missions. But, upon her discharge from the armed forces, Chris McGinn would set out upon a different mission ... from which she was never to return. Now Dr. Christine McGinn is able to tell her own amazing story and provide an entrance into a complex and dramatic world that is 'Trans'. (104 mins)



🎬 **TransAmerica (2005)**

A pre-operative male-to-female transsexual, Bree (Felicity Huffman) takes an unexpected journey when she learns that she fathered a son, Toby (Kevin Zegers), now a teenage runaway hustling on the streets of New York. (103 mins)

🎥🗣️ **Mums and Dad**

This video was shortlisted for the ICCL Human Rights Film Award in Ireland. It depicts the life of a young boy who parents are a same-sex couple. (10 mins)

<http://vimeo.com/64550074>

🎥🗣️ **Sinead's Hand**

A short awareness video by Marriage Equality highlighting that same-sex couples should enjoy the same rights as heterosexual persons. (1:44 mins)

<http://youtu.be/6ULdaSrYGLQ>

🎥🗣️ **Rory's Story**

This is a short video by Marriage Equality which focuses on how the rights of children and their non-biological parents are neglected because same-sex couples are not allowed marry. (1:03 mins)

http://youtu.be/BZU-HQ_c8bg

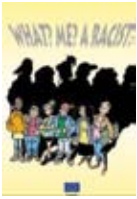
Racism



📖 **National Youth Development Education Programme, NYCI (2006) *All Different All Equal – An Anti-Racist and Intercultural Education Resource for Youth Workers***

This resource is an updated version of the original 1995 resource of the same name produced during the Council of Europe's All Different All Equal Campaign. The activities attempt to encourage a positive response from young people to the diversity of people in Ireland. They encourage respect for people regardless of their ethnicity, race, gender, sexual orientation, religion, abilities and disabilities, membership of the Traveller or settled community or age.

🗣️ http://www.youthdeved.ie/sites/youthdeved.ie/files/All_Different_All_Equal_Ireland_2006.pdf



📖 European Commission (1998) *What? Me a Racist?* (Brussels: Office for Official Publications of the European Communities)

This resource is a humorously written and informative pamphlet for young people using a cartoon strip to look at stereotyping, prejudice and racism.

🔗 <http://bookshop.europa.eu/en/what-me-a-racist--pbCM1197576/>



🔗 **Show Racism the Red Card**

Show Racism the Red Card is an anti-racist charity that has been growing from 1995 when Shaka Hislop donated £50stg to a local anti-racism campaign in Newcastle upon Tyne. Show Racism the Red Card is now present in United Kingdom, Norway, Sweden, Finland, Denmark and Ireland.

The aim of the organisation is to produce anti-racist educational resources which harness the high profile of professional footballers to combat racism. The educational materials produced are very accessible. The campaigns in each country have education through sport as a common goal but draw on different local resources to get the message across. So in Ireland, the involvement of the Gaelic Players Association and Irish Rugby Union Players Association has been significant.

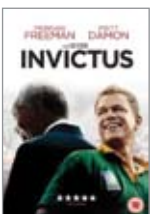
<http://www.theredcard.ie>



📽️ **Skin (2009)**

Skin is one of the most moving movie stories to emerge from apartheid South Africa: Sandra Laing is a black child born in the 1950s to white Afrikaners, unaware of their black ancestry. Her parents are rural shopkeepers serving the local black community, who lovingly bring her up as their white little girl. But at the age of ten, Sandra is driven out of white society. The film follows Sandra's thirty-year journey

from rejection to acceptance, betrayal to reconciliation, as she struggles to define her place in a changing world – and triumphs against all odds. (107 mins)



📽️ **Invictus (2009)**

Invictus is a biographical sports drama film directed by Clint Eastwood starring Morgan Freeman as President Nelson Mandela of South Africa and Matt Damon as Francois Pienaar, Captain of the South African rugby team. The film focuses on Mandela's work to unite the apartheid-torn country through the quest for success of the national rugby team in Rugby World Cup 1995. (134 mins)

Religion



📖 Gerard Forde (2013), *A Journey Together – A Resource for Christian Muslim Dialogue* (Cork: Cois Tine)

This publication is aimed at Muslims and Christians living in Ireland. It is meant as a resource that will help us understand, respect and co-operate with each other as neighbours, work colleagues and friends.

🔗 www.coistine.org/dialogue

Travellers and Roma



📺 Pavee Parents: Primary Concerns

Pavee Parents: Primary Concerns features interviews with educators, students and Travellers who have successfully navigated their way through the education system. Whilst Traveller transition into second-level education is at an historic high level, the number of Travellers successfully completing Junior and Leaving Certificate is far too low. The video provides advice and reassurance to young Travellers and their parents of the value of ‘staying on’ in an accessible, easy to watch format.

🔗 <http://youtu.be/bWg9CFWRecc>

📺 Pavee Lackeen: The Traveller Girl (2005)

Pavee Lackeen: The Traveller Girl is a documentary-style film released in 2005. The film tells the story of an Irish traveller girl (Winnie Maughan) and her family. Most of the characters are played by the Maughan family themselves, led by youngest daughter Winnie.

Filmed entirely on video, the film was described as startlingly real, showing the conditions in which the family – who are members of Ireland’s Travelling community – live. (88 mins)

📺 Gypsies, Roma, Travellers: An Animated History

Europe is home to 10–12 million Roma, yet many Europeans are unable to answer the basic question, “who are the Roma?” The remarkable history of Gypsies, Roma and Travellers in Europe, beginning over 1,000 years ago, tells a story of diversity, creativity and survival. (2:50 mins)

🔗 <http://www.opensocietyfoundations.org/voices/gypsies-roma-travellers-animated-history>

📺 I am a Roma Woman. I am a European Woman. I am a Woman

A four-minute film featuring five young women from all over Europe who got acquainted through years of common action and participation in the International Romani Movement. (3:50 mins)

🔗 <http://romawoman.org/?page=article&id=12>


📺 End Segregation of Romani Children in Slovakia’s Schools

Amnesty International points the Slovak government to serious gaps in the enforcement and monitoring of the ban on discrimination and segregation in the Slovak educational system. The causes of segregation are complex and include entrenched anti-Roma attitudes as well as policy failures in the education system such as early and flawed child assessment and insufficient support for Romani children within mainstream education. (4:47 mins)

🔗 <http://youtu.be/b4WLy3uyXmw>

Violent attacks against Roma in Hungary

Between January 2008 and August 2009 Roma in Hungary were subjected to a series of Molotov cocktail attacks and shootings in which six people died. Among the victims were a couple in their forties, an elderly man, a father and his four-year-old boy, and a single mother with a 13-year-old daughter. Amnesty International in a new report ‘Violent attacks against Roma in Hungary’ shows how racially motivated crimes impact on individual victims, communities and society as a whole. It also shows how shortcomings in the Hungarian justice system hinder the prevention of and response to such attacks. (3:11 mins)

 <http://youtu.be/gMRq90MTxo0>

Irish Travellers and Education

Three short films made by the Irish Traveller Movement in 2010 on the history of and challenges facing Irish Travellers in the Irish education system. (25 mins combined total)

 http://itmtrav.ie/keyissues/myview_new/60

Women’s rights


The Journey of Women’s Rights: 1911–2011

This video, produced in conjunction with the launch of UN Women, captures the journey of women’s rights from 1911 to 2011 and key moments of the women’s movements globally.

 <http://youtu.be/0ATz4dVAjuI>

Irish Feminist Network (2011) Women’s Political Representation in Ireland

A ‘policy brief’ published by the Irish Feminist network. It provides data on the number of women in political office in Ireland and the reasons for this.

 http://www.irishfeministnetwork.org/uploads/8/4/9/1/8491921/irish_feminist_network_policy_brief_on_womens_political_representation_in_ireland.pdf

Migrants



Making Ireland Home – Sharing Young Migrant Stories

This short film, produced by the Migrant Rights Centre Ireland (MRCI), explores contemporary themes such as identity, problems in accessing citizenship and residency, experiences of racism, difficulties accessing third-level education and immigrants’ hopes, dreams and aspirations for their future in Ireland. What all of these dynamic and inspiring young people share

in common is that, while they were all born outside Ireland, they have all made Ireland their home. (26 mins)

 <http://vimeo.com/31951767>

Immigrants in Ireland (interviews on the streets of Dublin)

A short film with thought-provoking interviews with people on their views on migrants. Made by Dublin Chat Online TV in 2011. (6:50 mins)

 <http://youtu.be/vFqu6Qz7yHc>



Minding the Gap

This is a short animated film created by young members of Migrant Rights Centre Ireland's Migrant Education Access (MEA) campaign in order to tell their stories and highlight the barriers they face. (Some of the rules have changed since this film was made, and its release played a part in securing those changes.) (4:19 mins)

 <http://www.mrci.ie/our-work/young-people-education/>

 <http://youtu.be/7Sszyqlgk7g>



Think Act

This animated resource was originally developed for primary teachers interested in social justice issues but it could also be used with older students. It focuses on issues of migration and family reunification.

 <http://www.thinkandact.ie>

Immigrant Council of Ireland (2011), *Pathways to Parental Leadership Toolkit* (Dublin: Immigrant Council of Ireland)

The aim of this resource from the Immigrant Council of Ireland (ICI) is to support primary and post-primary schools in fostering migrant parents' involvement in their children's schools lives in order to improve educational outcomes, strengthen the voice of migrants in the community and promote local integration.

 http://immigrantcouncil.ie/images/stories/Toolkit_-_Full_version.pdf

Homelessness



Moore, K. and NíChléirigh, M. (2009) *Without Your Home, Your Life Develops Differently: Teaching and Learning Resource for Civic, Social and Political Education* (Dublin: Focus Ireland)

The resource communicates issues that can be complex in a way that connects with young people. The module aims to help breakdown stereotypes about people who are homeless and also support efforts to prevent young people who may be at risk of becoming homeless. The module is broken down into 10 lessons and includes information, worksheets, images and exam-style questions. The hard-copy version of the resource also comes with a DVD which contains interviews with Focus Ireland staff and customers.

 <http://www.focusireland.ie/files/publications/Without%20Your%20Home.pdf>

Human trafficking



📖 Harrison, C. (2011) *Don't Close Your Eyes to Slavery* (Dublin: Anti-Human Trafficking Unit, Department of Justice and Equality)

This teaching and learning resources tackles the issue of human trafficking by looking at slavery through the ages. Card sorting activities along with case studies are used to explore this controversial topic.

🔗 [http://www.blueblindfold.gov.ie/website/bbf/bbfweb.nsf/page/OACN-8XWBEK90487-en/\\$File/CSPE%20Booklet.pdf](http://www.blueblindfold.gov.ie/website/bbf/bbfweb.nsf/page/OACN-8XWBEK90487-en/$File/CSPE%20Booklet.pdf)



🎬 Ruhama, **The New Recruit** (2008)

This short film explores sex trafficking from the point of view of a young woman trafficked into Ireland and forced into prostitution. It was developed with Ruhama, an Irish organisation that helps people trafficked into Ireland for exploitation in the sex trade and prostitutes in need of support. (7:38 mins)

🔗 <http://www.ruhama.ie/page.php?intPageID=216>

🎬 **Two Little Girls**

Two Little Girls is a short animated film aimed directly at young women in East Europe who are in danger of being sex trafficked. Two Little Girls is a major anti-sex trafficking campaign being run in 13 East European countries. The film was made in consultation with a group of Albanian women who were trafficked to the UK and rescued by the Poppy Project. The film is part of a campaign, also called Two Little Girls (3:06 mins)

🔗 http://youtu.be/gyMk_SxFYao

🔗 <http://www.twolittlegirls.org>

🔗 **UN Human Trafficking FAQs**

Human trafficking is the acquisition of people by improper means, such as force, fraud or deception, with the aim of exploiting them. Virtually every country in the world is affected by it and similar crimes. The challenge for all countries, rich and poor, is to target the criminals who exploit desperate people and to protect and assist victims of trafficking and smuggled migrants, many of whom endure unimaginable hardships in their bid for a better life. The web page contains frequently asked questions and the links on the page provide more detailed information.

🔗 <http://www.unodc.org/unodc/en/human-trafficking/faqs.html>

Poverty



CDVEC Curriculum Development Unit and Combat Poverty Agency (2002) *Counted Out: Challenging Poverty and Social Exclusion* (Dublin: CDVEC Curriculum Development Unit)

This resource explores poverty and social exclusion. The materials are designed to enable students to develop their understanding of poverty in Ireland. The activities provide opportunities also for students to explore ways in which they might get involved in a process of change by engaging with anti-poverty and community development initiatives.

<http://www.pdst.ie/sites/default/files/Counted%20Out.pdf>

Voting and participation



Phelan, D. (2005) *Vote: Exploring Democracy, Equality, Participation and Elections* (Dublin: CDVEC Curriculum Development Unit)

This resource uses a variety of teaching and learning methodologies to prompt discussion and to challenge opinions about the nature of gender balance and representation in the democratic structures in Irish society and beyond.

<http://www.developmenteducation.ie/resources/youth/vote--exploring-democracy-equality-participation-and-elections.html>

Controversial issues



CDVEC Curriculum Development Unit (2012) *Tackling Controversial Issues in the Citizenship Classroom* (Dublin: CDVEC Curriculum Development Unit)

This teaching and learning resource provides opportunities for the teacher to reflect upon a number of issues associated with teaching controversial issues in the classroom, e.g. creating a conducive climate, what stance the teacher should take and the framing of controversial issues. The main section of the resource focuses on the many useful methodologies which may be used in order to successfully explore these issues with young people under a number of headings: encouraging discussion, facilitating debate, developing critical thinking, and developing empathy.

<http://www.pdst.ie/sites/default/files/tackling%20controversial%20issues.pdf>



☞ Claire, H. and Holden, C. (2007) *The Challenge of Teaching Controversial Issues* (Stoke-on-Trent: Trentham Books)

Young people need to learn about controversy and approaches to managing conflict democratically and rationally. Evidence from some teachers indicates that while they believe teaching about controversial issues is crucial, they find it challenging. They want to understand their own role and be equipped with effective approaches to sensitive and complex issues. This book does precisely this.

Each chapter dissects the nature of a specific controversy and offers practical strategies for helping students work through possible solutions. Whether describing work about war and peace or exploring racism the authors draw on their own experiences and strategies.



☞ Cowan, P. and Maitles, H. (2012) *Teaching Controversial Issues in the Classroom: Key Issues and Debates* (London: Continuum)

This book provides compelling and passionate arguments for the importance of introducing controversial issues in the classroom to students of all ages. Drawing on a wealth of academic debate, educational case studies, and national and international perspectives, *Teaching Controversial Issues in the Classroom* offers intelligent theoretical and practical insights into the complexities, challenges and value of dealing with a broad array of salient and contentious issues (e.g., genocide, war, racism, discrimination, globalization). It is a must-read for educators concerned both with developing the values of an open democratic society and with supporting young people to become thoughtful, empathetic, articulate, reasoned and critical individuals.



☞ Oxfam Development Education Programme (2006) *Teaching Controversial Issues* (London: Oxfam) This guide aims to demonstrate how, by enhancing young people's ability to handle controversial issues, teachers can support and help them to develop as global citizens. A multitude of participatory teaching and learning methodologies are used, including discussion and debate, role-play, ranking exercises and communities of enquiry.

☞ <http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>



☞ Center for Faculty Excellence (2004) *For your Consideration ... Teaching Controversial Issues* (Chapel Hill, North Carolina: Center for Faculty Excellence, University of North Carolina)

This paper focuses on the challenges that face college lecturers around controversy, conflict and disagreement. It also highlights the fact that all subjects can be controversial, particularly if we want students to think critically. This paper deals with some of these challenges and possible ways of dealing with them.

☞ <http://cfe.unc.edu/pdfs/FYC21.pdf>



☞ Harwood, A. M. and Hahn, C. L. (1990) *Controversial Issues in the Classroom* (ERIC Digest)

An integral part of the training of young citizens includes the discussion of controversial social, political, and economic policies. This ERIC Digest

explores the use of classroom discussions as a pedagogical technique to examine controversial issues by considering (1) the nature of controversial issues discussions, (2) the importance of discussion in social studies instruction, (3) what is known about the use of controversial issues discussions in social studies, and (4) suggestions for implementing controversial issues discussions in the classroom.

🔗 http://www.pbs.org/teacherline/courses/tech190/eric_controversial_issues.htm



📖 Huddleston, Ted (2003) *Teaching about Controversial Issues: Guidance for Schools* (London: Citizenship Foundation)

This publication poses a number of interesting questions for schools with regard to tackling controversial issues in the Citizenship Education classroom and in any other classroom for that matter.

🔗 http://www.citizenshipfoundation.org.uk/lib_res_pdf/0118.pdf

International human rights manuals



📖 Brander, P. Keen, E. and Lemineur, M.-L., (eds.) (2002) *COMPASS: A Manual on Human Rights Education with Young People* (Strasbourg: Council of Europe)

This manual was produced by the Council of Europe after a number of human rights projects across Europe. Users do not have to read COMPASS in its entirety to be able to use it – a facilitator should be able to run an activity without having to read material that is not directly relevant to their context or situation. It contains a minimum of supplementary information for those facilitators who may feel uncomfortable when dealing with a certain theme (COMPASS should be sufficient). COMPASS is eminently practical and based on experiential activities. It reflects the concerns of young people in Europe and is a tool to develop their social skills and attitudes as much as their knowledge and competencies. COMPASS focuses on values and on social issues rather than (just) on formal rights as laid down in conventions. It leaves ‘background information in the background’ and not at the beginning so that users can get on with the activities but know that supporting information is available for reference.



📖 United Nations (2004) *ABC Teaching Human Rights: Practical Activities for Primary and Secondary Schools* (New York: United Nations)

ABC: Teaching Human Rights aims to serve as a user-friendly tool for human rights education and a multi-coloured umbrella covering a number of basic human rights areas. It offers practical advice to teachers and other educators who want to foster human rights awareness and action among primary and secondary school children, including suggestions for developing learning activities. It is not meant to place an extra burden on an already overloaded curriculum but to assist in infusing human rights issues into subjects already taught in schools.

Active teaching and learning methodologies

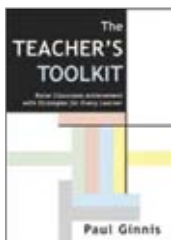


☞ Bellanca, J. (2009) *200+ Active Learning Strategies and Projects for Engaging Students' Multiple Intelligences* (Thousand Oaks, California: Corwin Press)

In this book James Bellanca outlines more than 200 active learning strategies which can be used with students to tap into and develop their multiple intelligences.

☞ Brown, K. (2009) *Classroom Starters and Plenaries: Creative Ideas for Use Across the Curriculum* (London: Continuum)

Kate Brown shares a variety of creative activities which can be used across the entire curriculum to engage and energise learners. These five-minute slots at the beginning and end of lessons are an opportunity to be extremely creative and draw on a range of different ideas and sources. However, keeping them fresh, engaging and challenging can be difficult, lesson after lesson. This book will provide teachers with a wide range of suggestions: from individual to whole-class activities, from the energetic to the sedate, and from technical ideas that involve some planning to those which can be used straight out of the book.



☞ Ginnis, P. (2002) *The Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner* (Carmarthen: Crown House Publishing)

Packed with practical classroom strategies this teacher's resource will enable you to: meet the needs of different learning styles; stimulate your own creativity; add spice to your teaching; challenge the gifted; and the disruptive! Whatever subject you teach, this comprehensive volume will help you to develop thinking skills in your students; promote citizenship and an understanding of democracy; fine-tune study skills and help students acquire the attitude and skills for true independence.




☞ Lazear, D. (2003) *Eight Ways of Teaching: The Artistry of Teaching with Multiple Intelligences, 4th Edition* (Glenview, Illinois: Pearson Professional Development)

This practical guidebook takes readers through each of the eight intelligences and helps teachers expand their teaching repertoire by exploring hundreds of new ways for teachers to present, and their students to process, information. This book can help teachers transform their classrooms into a place where fun and learning take place at the same time.



☞ Lewis, V. (2012) *Take 10 Active Learning Methodologies: A Resource using Drama-based Active Learning Methodologies in the CSPE Classroom* (Dublin: Professional Development Service for Teachers)

This resource is not about lesson plans and content but is offered as a stimulus to take a familiar topic and approach it in a different way. While the title of the resource emphasises active learning, it is by way of drama methodologies that the exploration of the various topics takes place.

 Pike, G and Selby, D. (1998) *Global Teacher, Global Learner* (London: Hodder & Stoughton) This handbook for teachers explores and develops the theory and practice of global education, as well as offering an extensive range of practical, lively and stimulating activities for the primary and secondary classroom. Cartoons, photographs and diagrams add to the readable presentation of important ideas and issues, and comprehensive follow-up information in the form of names, addresses and suggestions for further reading combine in the aim to make this a valuable volume for all those involved with developing a global perspective in education.



 Shepard, C. and Treseder, P. (2002) *Participation: Spice it Up! Practical Tools for Engaging Children and Young People in Planning and Consultations* (Cardiff: Save The Children, Wales)

Packed full of practical tools and ideas for engaging children and young people, *Participation: Spice It Up!* is serious fun and a fun way to deal with serious issues. For starters, *Participation: Spice It Up!* looks at the ideas and values that underlie our approach to participation. There are also tips on the practicalities and pitfalls of planning and running collaborative and creative sessions. The main course of the book consists of over 40 tried-and-tested activities you can mix and match. These cover everything from getting started, gathering information, long-term planning, evaluation and keeping everyone awake. All the activities are clearly laid out and easy to follow with ideas on how you can creatively adapt them.



 Silberman, Mel, (1996) *Active Learning: 101 Strategies to Teach Any Subject* (Needham Heights, Massachusetts: Allyn & Bacon)

This is a sourcebook of hundreds of instructional strategies to engage students in learning for any subject. Specific, practical strategies include ways to get students active from the start through activities that build teamwork and immediately get them thinking about the subject matter. 101 activities include ice-breakers for the beginning of class, strategies for the middle of a lesson, and concluding exercises to foster student reflection and future application. In addition, these activities are designed to enliven learning, deepen understanding, and promote retention.



 Smith, J. (2010) *The Lazy Teacher's Handbook: How Your Students Learn More When You Teach Less* (Carmarthen: Crown House Publishing)

If you want your students to learn more and you to work less, then this book provides you with all the arguments and evidence you need to become a lazy, but outstanding teacher. Gathered from over 10 years of experience in the classroom, this handbook of tried-and-tested techniques shifts the emphasis away from teaching and onto learning, and makes your life so much easier in the process. This powerful little book is packed full of easy-to-apply and highly effective strategies. What's more, they all have the seal of approval by real students in real classrooms.

Action projects

 CDVEC Curriculum Development Unit (1999) *A Human Rights Action Project: Human Rights, Responsibilities and Community* (Dublin: CDVEC Curriculum Development Unit)

This resource outlines a teaching and learning process through which students are enabled and empowered to take action on a human rights issue of their choice through a number of active teaching and learning methodologies.

 Harmon, H., Molloy, A., Glavey, C. and Kinane, N. (2011) *A* is for Action: CSPE Action Project Resource* (Dublin: Amnesty International Ireland)

This resource is designed to help teachers encourage and inspire students to develop action projects they feel passionate about.

It provides a set of tools devised with teachers to help teachers and their students create, investigate, develop and organise action projects that students want to engage with. The resource offers students the practical experience of participating in human rights action projects – taking human rights out of the classroom and into the world around them.



 Price, J. (2003) *Get Global! A Skills-based Approach to Active Global Citizenship* (London: Action Aid)

Get Global! is a teachers' guide on how to facilitate and assess active global citizenship in the classroom. It provides a structure for students to manage their own learning.

It allows them to move from thinking about issues that are important to them, to planning and participating in action, and to reflect on their performance, and assess their work. A range of innovative and participatory activities promote a skills-based approach rather than a content-based approach, so they can be used within different subject areas and with all ages.

Photographs



 Harrison, C. (2008) 'Photos: Bringing the World into the Classroom' in *CitizeNews, Spring/Summer 2008* (Dublin: Second Level Support Service)

This 4-page resource demonstrates the usefulness of photographs in 'bringing the world into the classroom'. It outlines a number of different activities that can be organised around a set of photographs, enabling students to experience far-off people and places in the comfort of their own classroom.

Films




 Cusack, M. (2009) *Visual Media and Citizenship Education* (Dublin: Trócaire and CDVEC Curriculum Development Unit)

This publication lists over 100 resources for use in citizenship education. Information provided includes sources for the items and the concepts in the CSPE curriculum that are dealt with in the resource.

 http://devedweek.weebly.com/uploads/3/2/8/7/3287294/visual_media_-_citizenship_list.pdf



 McCann, H. and Jeffers, G. (2010) *Film and Social Justice* (Maynooth: Education Department, NUI Maynooth)

Both of these resources provide a catalogue of films that may be of use when exploring citizenship and social justice issues, including equality and diversity. In each document you will find short summaries about the films included and their usefulness in citizenship or social justice teaching and learning.

 <http://www.ubuntu.ie/media/NUIM-Films-and-Social-Justice-Sep-2010.pdf>

SPHE Curriculum – Primary

The SPHE curriculum is presented in **three strands** which are drawn up in a spiral manner, where similar content is revisited at each level but the processes, approaches and information adopted reflect the needs of children at a particular time and at their various stages of readiness.

These are consistent throughout the primary school and provide a basis for the SPHE and the Civic, Social and Political Education (CSPE) curricula at post-primary level.

Through SPHE children can become aware of some of the **prejudices and attitudes** that fail to respect the dignity of others. They are given opportunities to develop an understanding of their own culture and traditions and equally to acquire a growing appreciation of the positive contributions made by different groups in society.¹



It is envisaged that aspects of all three major strands will be covered in any one year. The teacher should choose topics or strand units from within the strands in such a way that the child will receive a comprehensive programme in SPHE over a two-year period. Any aspects of the curriculum not covered in a particular year should be included when the teacher is organising the class plan for the following year.²

SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school. To be effective it should be implemented in a combination of ways, through:

- the context of a positive school climate and atmosphere
- discrete time
- integrated learning.³

1 National Council for Curriculum and Assessment (1999) *Primary School Curriculum: Social, Personal and Health Education*. Stationery Office, Dublin. (p. 4)

2 National Council for Curriculum and Assessment (1999) *Primary School Curriculum: Social, Personal and Health Education – Teacher Guidelines*. Stationery Office, Dublin (p. 40)

3 National Council for Curriculum and Assessment (1999) *Primary School Curriculum: Social, Personal and Health Education – Teacher Guidelines*. Stationery Office, Dublin (p. 5)

Sample Strand and Strand Units for 5th and 6th Class

| Myself and others Strand Unit: My friends and other people |
|--|
| The child should be enabled to: |
| <p>explore and discuss families and how they can vary in many ways <i>single parent, two parents, step-parents, adoptive parents, foster parents, group homes, hostels</i></p> |
| <p>examine some factors that can affect family life <i>the birth of a baby, addiction, material prosperity, poverty, illness, bereavement, violence, a change in life-style, sexual stereotyping</i></p> |
| <p>explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively <i>being inclusive, respectful, sharing, truancy, shoplifting, smoking, making assumptions</i></p> |
| <p>examine the various ways in which language can be used to isolate and discriminate against people</p> |
| <p>begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others <i>finding positive ways of expressing views that differ from others</i></p> |

| Myself and the wider world Strand Unit: Developing citizenship |
|---|
| The child should be enabled to: |
| <p>explore the concept of the class or school as a community</p> |
| <p>explore how inequality might exist in the local community and suggest ways in which this might be addressed <i>poverty, homelessness, material need, lack of facilities for some groups, prejudice and discrimination against particular individuals or groups, stereotyping</i></p> |
| <p>identify some local issues of concern and explore possible actions that could be taken to address these issues <i>recognising the individual and group responsibility we have as citizens in the community</i></p> |
| <p>become aware of elements of his/her own cultural heritage and traditions, <i>music, literature, language, folklore, landscape, respecting the national flag and anthem</i></p> |
| <p>realise and begin to understand the unequal distribution of the world's resources <i>basic needs not being met, understanding some of the issues, the ways in which we can help, the role Irish people have to play</i></p> |

**“EXPLORING AND TAKING ACTION ON EQUALITY,
HUMAN RIGHTS AND SOCIAL JUSTICE ISSUES IN
THE CLASSROOM SUPPORTS THE DEVELOPMENT OF
KEY SKILLS ACROSS CURRICULA INCLUDING
CRITICAL AND CREATIVE THINKING, COMMUNICATION,
ACTIVE CITIZENSHIP AND WORKING TOGETHER”**



THE EQUALITY AUTHORITY
AN tÚDARÁS COMHIONANNAIS



This manual and training is supported by the European Union Programme for Employment and Social Solidarity – PROGRESS (2007–2013). This programme is implemented by the European Commission. It was established to financially support the implementation of the objectives of the European Union in the employment, social affairs and equal opportunities area, and thereby contribute to the achievement of the Europe 2020 Strategy goals in these fields. The seven-year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and pre-candidate countries. For more information see: <http://ec.europa.eu/progress>

The information contained in this publication does not necessarily reflect the position or opinion of the European Commission.

ISBN 978-1-908275-65-3



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This manual is supported by the European Union Programme for
Employment and Social Solidarity – PROGRESS (2007–2013).