

LSIS Equality & Diversity Partnership Project

October 2010



**Community Cohesion:
Project Outcomes**

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Introduction

This project evolved out of conversations FE colleagues were having around the need for interactive resources focussing on Community Cohesion. During a local LSIS networking conference, it was discovered that some excellent work had already been completed which could be adapted for our use in the post 16 sector, and so a joint bid to LSIS was submitted to undertake this work.

The successful project builds on the exciting and innovative work undertaken by Jamilah Shah (Inclusion Manager, YPLA East Midlands) in a previous role at Blackburn with Darwen Borough Council (BBC) in 2003/4. The original work was undertaken by a partnership between the BBC and Unison and at the time was regarded as a flagship approach to facilitating community cohesion in the workplace. This pioneering work was an agent in changing cultures, raising levels of understanding and appreciating the diverse nature of communities and individuals. A toolkit for use in the workplace was the outcome, including ideas and resources which were innovative and engaging.

I should like to acknowledge the support of Jamilah Shah in sharing the original toolkit with us, Alison Scott (CPD Manager at EMFEC) for adapting and extending the toolkit for use in educational and training settings and Jim Aleander (who provided free consultancy in the initial stages of the project). Last but not least, many thanks to colleagues from Loughborough and Chesterfield Colleges who initially piloted the adapted resources with tutors and learners.

The culmination of this excellent work is the production of this document which provides a variety of session plans, teachers' notes and tips and feedback from several colleges on the use of this new toolkit. There is also a short promotional DVD with interviews and clips of learners involved in several of the activities - all aimed at providing the best possible support for tutors in the post-16 sector who will be delivering these interactive sessions. I hope you find these resources useful in your efforts to support inclusive behaviour amongst your students.

Sarah Dennis
Vice Principal
Castle College – Project Lead



LSIS Equality & Diversity Partnership Project Community Cohesion: Project Outcomes

Context and rationale

Promoting community cohesion is a key challenge for learning organisations. It is acknowledged that teaching citizenship is a good start and if 'citizenship' resources are developed and shared across a variety of organisations then this is an excellent start. Hence the starting point of this project was to work in partnership. The project idea came out of a regional Equality and Diversity Network managed by EMFEC so the partners were already in place.

As the introduction explains, this project has adapted the Community Cohesion toolkit produced in 2003-4 in part by Jamilah Shah. Current project partners expressing interest in the project included eight FE colleges, one sixth form college, two specialist colleges and Confetti Institute of Creative Technologies. It was therefore decided to adapt the activities within the toolkit for use in a post-16 educational setting. Nevertheless, it is considered that several activities can be applied in a variety of settings and that with minor tweaking other activities can be adapted for learners in work-based learning environments. Ten private training providers (via the Nottinghamshire Training Network) have been encouraged to use or adapt the activities, as appropriate.

Commonly, teaching and tutorial support staff struggle with handling discussions on topics they have not been trained to deliver, and an adverse experience can deter them from ever broaching a controversial topic again. There is no doubt that building community cohesion and addressing equality and diversity is challenging work, so this project is considered a first step in offering timely, highly practical solutions to real divisions in learning environments.

These resources are just fantastic- quite ground breaking in many ways but at the same time such a simple way of getting these very important messages across.

(Ariana Moore, Head of Academic Skills, Confetti Institute of Creative Technologies)

The lesson plan and resources provided made the session easy – with little preparation necessary.

The fact that the lesson had been prepared means that tutors are more likely to use the resource.

(Tutor feedback from Chesterfield College).

Central to all the activities is the concept of the Diversity Wheel: this is designed to initiate a discussion and reach a shared learner understanding of key elements of the Equality Act 2010: our individual and community responsibilities relating to disability, race, gender, pregnancy, gender re-assignment, religion or belief, sexual orientation, age and socio-economic factors.

Creating the activities

The project resource activity was in two stages: adapting and developing the original toolkit activities to meet the needs of educational providers, and creating a set of guidelines and practical tips on how to use the activities. The latter is considered essential to the success of the project; the delivery of the resource, rather than the resource itself, is key to its effectiveness.

On a personal note, I have found it difficult in the past to deliver such topics such as the 'Perspective of Faith' with any real confidence. Not only are the handouts informative but also offer good and well planned strategies in which to deliver each topic, whilst allowing for flexibility so that I can put my own style across. Many thanks for bringing the resources to my attention.

(Linda Mitchell, Loughborough College)

First steps – in April, 7 activity plans were adapted from the original resources:

- (1) A core Diversity Wheel activity to raise awareness of the protected characteristics within the 2010 Equality Act. It is recommended that this is the first activity undertaken with learners and that the other activities always conclude with a return to this wheel; e.g., to ask, *Which parts of the wheel have been part of our discussion today?*
- (2) 4 Induction activities – around values, previous education experiences, communication and social behaviour
- (3) 2 activities on aspects of culture to use with more established groups of learners – around festivals and dress codes.

Second step - In May, partners were asked to show the activity plans to staff and ask them to assess their relevance and usefulness with their particular learner groups. Given the time of year (close to final assessments for learners) although several staff had trialled the activities with learners already, other responses reveal that staff chose to defer learner pilots until September and to feed back before then on their own ideas. This part of the project was therefore about first impressions.

Third step - Towards the end of May, encouraged by the overwhelmingly positive and practical comments from the initial pilot activity with college staff, more activities were adapted and created by Alison Scott to add to the resource and these were again sent around the active partners for comment and additions and suggestions incorporated.

Also in May, Alison Scott (EMFEC) carried out a half-day training session at Castle College with a group of student coaches. Each activity was discussed in detail and received positively. To further improve the resources, the following feedback and suggested improvements were put forward by the college coaches for project partners to consider:

- *activities could easily be expanded into longer sessions, according to the level of learner concentration and enthusiasm*
- *facilitators to be encouraged to add in extras to make the activities more active; e.g., real objects, lots of visuals, moving tables*
- *learners to be encouraged to contribute to resource creation; e.g., providing personal photos, fashion objects, online research, etc*
- *guidance on the creation of ground rules and suggestions for relevant ice-breakers were requested*
- *suggested groupings of the activities was agreed as sensible: Values, Communication, Education and Social Behaviour with new groups of students, reserving the more challenging Religion and Belief and Dress code activities with more established groups of learners*
- *Specifically, coaches agreed to ask a group of learners to update the email resource in the Communication activity; all agreed that the Education activity was a far more productive way to find out about learners' past learning experiences than a learning styles questionnaire that labels unreliably without scientific validity (ref: the extensive research of Professor Frank Coffield which discredits the majority of learning styles questionnaires); and a possible expansion of the Social Behaviour activity is to add in trust-building exercises (e.g., using blindfolds) although activities would need to be sensitively chosen and applied to ensure learners' safety.*

Toward the end of June, extracts from the activities were put together in an email format, following requests from practitioners to have sight of these before the official dissemination conference in October so that they could be incorporated into planning for the new term in September.

External project evaluation

LSIS assigned a critical friend in Dr Sophia Skyers to create a set of questions with which to evaluate the project; these were agreed with active partners and the critical friend conducted a series of interviews in June with project partners (documented elsewhere in separate report).

Evaluation of the resources will be ongoing, following the piloting of the activities with new groups of learners as they embark upon new courses of study.

DVD creation

In October, a short promotional DVD was created, using the expertise of one of the partners, Confetti. This includes learners involved in a few of the learning activities and interviews with teachers and project partners.

Dissemination conference

The concluding part of the project was a free Dissemination Conference on 20 October at EMFEC to share the draft project outcomes with all the project partners and the wider sector. Over 70 people participated in evaluating the resources, and as a result the learning activities were adapted and improved to take account of this constructive feedback.

The individual delegates' evaluations of the day revealed overwhelming appreciation of the resources and the value of the dissemination. To provide added value, EMFEC also hired an E&D trainer to deliver a session on how to challenge inappropriate comments as part of the conference day; this was also extremely well received.

Special thanks to all who contributed to making this such a successful project, particularly:

- LSIS – for the finance
- Jamilah Shah for the original toolkit
- Castle College – for writing the bid and continuing involvement at every stage
- Loughborough College staff and students – for initial piloting and evaluation
- Chesterfield College staff and students – for initial piloting and evaluation
- Staff and students at Confetti Institute for Creative Technologies – for piloting, evaluation and creation of the accompanying DVD.

Alison Scott
EMFEC

Additional Feedback from Learners and Tutors

The diversity wheel concept

The activities using the diversity wheel looked good... We've not had a chance to use the resources with students as yet but I have asked staff to have a look at them and see what they think. Feedback is that they would be useful within the induction period... Staff are ... more likely to select a couple of sessions to complete with students. In terms of usefulness there isn't anything resource wise on this currently and it would be good to have a cross college approach to the delivery, particularly in the induction of new students.

(Kim Hide, BTec National Diploma in Sport, Loughborough College)

I had a useful discussion with the BTEC First Diploma in IT group last Thursday about their knowledge of Equality and Diversity and a further discussion on the "Diversity Wheel". They found the elements interesting and most of the learners proactively contributed. Generally, it was thought to be something worth exploring in the college.

(Peter Aluze-Ele, Loughborough College)

Vocational relevance

Interestingly, although originally conceived of as tutorial resources, feedback received from colleges to date has revealed that certain vocational tutors will find the resources particularly relevant:

Much of the work in the activities is going to help us in the better delivery of the following subject related areas: Citizenship, Diversity, Human Rights, Legal Rights, Human Behaviour and several others. We see the value of the activities to our students' academic studies and their personal development in readiness for careers in the Public Services area. They will help them learn more quickly, think more deeply and develop new approaches to prejudice and discrimination as it exists in their own lives.

One of our new subjects for 2010-11 and onwards may be Volunteering. We hope that by including some of the elements from the cohesion activities in the subject areas we will be in a position to become very active in the local community.

(Alan Taylor, National Diploma Course Leader, Loughborough College)

The [Religion and Beliefs – Why Wear it?] activity on dress code has gone very well. Learners have been engaged in discussions and have worked well within groups on all tasks. The one thing that has come from the group's feedback is the lack of information you can access via the internet on China and Russia regarding salon ware in these countries....

(Sheila Unwin, Foundation Hair and Beauty, Chesterfield College)

Time for effective Induction

Learner induction is often a rushed affair that bombards learners with 'useful' information, yet time after time when learners are questioned about their induction their memory of all this information is minimal.

Induction is an ideal time in which to get to know learners and for them to get to know each other. Clearly, providing a structured activity to stimulate discussion and reveal previous educational experiences and expectations is worth its weight in gold at the start of a course – of great value to both learners and their tutors:

The practical aspect of using the post-it notes generated a lot of discussion points. It also gave learners who were not necessarily confident at speaking out ownership and the confidence to say their ideas. The activity in itself promoted equality and diversity within the group discussion. It was also useful as it promoted self evaluation and reflection in terms of the skills and achievements of each learner. The session embedded literacy both verbal and written communications and promoted group work. Learners during the feedback began to engage in a debate about their personal experiences of school and were beginning to discuss pros and cons about comments other learners were making – this is often a very difficult thing to achieve with this level of learner but the content of the session really encouraged this, as learners could easily relate to the subject materials. A discussion was also generated about differences in educational experiences not just in terms of people in England but elsewhere in the world.

To improve, the last activity required learners to say 2 things that they had learnt about other learners' educational backgrounds and what they valued. This was too high level for this group of learners to achieve. But they did state some of the differences between our education system in England and poorer countries.

The learners stated that they enjoyed –

- *Using post it notes to write down ideas...prompts to remind them what to say.*
- *Enjoyed comparing school and college.*
- *Made us think about what skills and achievements that we have been successful in.*
- *Liked working in groups.*
- *It was a good subject to talk about.*
- *We enjoyed talking about other countries and their schools and colleges and work...we enjoyed the lesson.*

(Chesterfield College Foundation Studies tutor feedback on the Learning for your Future activity)

Embedding in tutorials

Initial feedback from the pilot reveals that tutorial staff will find the activities particularly useful:

The learners were engaged. They related the activity to a prior lesson which addressed the issue of correct use of language from the aspect of equality and diversity. This session linked into this very well. A key subject area which is an important aspect of tutorial sessions. The learners felt that the lesson was relevant throughout and they had a feeling that they understood the relationship of the activities and aims of the session.

These lessons could be incorporated into equality and diversity week. To improve further, add more active learning activities.

(Level 2 Sports' tutor feedback from Chesterfield College on the Communication – Looking for Trouble? activity)

Areas for Improvement

The [Communication – Looking for Trouble?] activity was suitable for the level of learner and introduced a difficult topic. The activity stimulated limited conversation but was a good starting point. A good idea in principle for HSC students as this is an area of growing concern.

To improve, the activity needed to be a little more hard-hitting to get the students going. Many of the students did not or could not find reasons as to why they may find this email offensive and were limited in the reasons they could find not to go out. This could have been a little more interactive to gain the students' interest. This activity did not last the 1 hour planned as the activities often involved an element of repetition. I feel some questions for the students to consider would be a nice extension activity to put the email in to more context. i.e. who it was sent to [in order to] develop further discussion.

(Stefan Fusenich, Health and Social Care Entry Level tutor, Chesterfield College)

I have looked at this [Diversity Wheel] activity and feel that it would need to be managed well when it is executed but could be used very effectively to educate students to articulate their views in a constructive and non-biased way. I think it is great for showing students how they can work together and be valued but staff must have good background knowledge of diversity and cultural issues and ensure they can lay down guidelines as to what is and isn't acceptable before starting this task.

The group loved the diversity wheel activity stating the following:

- 1. It was a good activity to communicate with each other on subjects they didn't normally discuss with each other*
- 2. It raised levels of awareness*
- 3. It did make learners feel cohesive*
- 4. It made learners more aware of their own beliefs and how these could impact on others.*

(Tracey Chadderton, Loughborough College)

Cohesion Training – Notes for facilitators

The activities for developing cohesion have an initial focus activity: the Diversity Wheel. This is a flexible and responsive activity to raise learners' awareness of our legal and social responsibilities, as identified within the 2010 Equality Act.

Following on from the initial Diversity Wheel awareness activity, a range of activities for use with the Wheel are provided, and staff are encouraged to adapt these according to factors such as time restraints, learner ability/age, part-time/full-time learning mode, classroom or work-based learning setting. The blank wheel is provided for staff to use as they wish; the notion of diverse segments each contributing to a cohesive whole is a useful model for group work activity in any subject. It is recommended that the Wheel be enlarged to at least A3 size for group use.

Underpinning all the activities is the idea of dialogue and process: different individuals working together to develop an understanding of each other and of the benefits of cohesion. At the micro level, mutual respect will develop from people working with each other, not imposing their opinions on others. At the macro level, imagine the transforming influence of such a process within larger communities.

Using the activities

Process is crucial – allow learners to discuss, to speak freely and to listen to each others' ideas. The facilitator's role is to role-model good citizenship, and to produce (if the learners do not) alternative evidence to counter any prejudice and ignorance, guiding learners to the end goal of community cohesion. Preaching or telling should be minimal.

It is recommended that the concept of the Diversity Wheel is taught first, and the initial activity will enable facilitators and learners to gain familiarity with the Wheel. Following this, it is recommended that after every subsequent activity the facilitator poses the simple question:

“Which segments of the Diversity Wheel has today's activity touched on?”

Frequent and consistent looping back to this question will help to remind and reinforce everyone's knowledge of equalities' legislation.

There is a suggested order and certain grouping of the activities; however, facilitators should be encouraged to use knowledge of their particular learners and their ability levels to decide on which activities to use, personalising and adapting in order to ensure optimum success.

Learners' ability levels

Activities 1 – 6 are accessible for all levels of ability, and some feedback has indicated that entry level learners would enjoy additional hands-on activities.

To improve further, use a giant board with the email on so you could write on it with pens or put sticky notes on. The email was not that offensive so it was hard to get conversation going. It needs to be stronger. Use a video clip of someone getting the email and its effects. Involve a game about offensive language.

(Teacher feedback after using the Communication *Inviting Trouble?* activity)

A balance needs to be struck between the number of active tasks so that they do not take away from the discussion element – having the discussion is the key point of every activity:

*“Its good we talked about how we can upset people by how we talk”
“I was able to take part”
“Useful - this made you think about the language you use”
“Was good to discuss what people found offensive”
“I’ll reconsider how I talk to people”
“Learned about respect, was good to discuss facebook etc*

(Learner feedback on the same activity).

Activities

1. Introducing the Diversity Wheel
2. 10 minute Ice-breaker – Equality or Diversity?
3. Induction activities:
4.
 - (i) Learning for your Future: What do you Expect?
 - (ii) Values: Follow the Leader
 - (iii) Communication: Inviting Trouble?
 - (iv) Social Behaviour: Considering Others
5. Age – Too young?
6. Pregnancy – Learners as Well?
7. Religion and Beliefs
 - (i) Time Out
 - (ii) Why wear it?

Activities 7 – 10 can require higher standards of reading, more writing, analysis and some IT research skills. The facilitator therefore needs to be prepared to support more; e.g., to read out items, to help with research activity, to act as a scribe or to ensure that others do this.

8. Socio-economic Factors – Does Money Matter?
9. Gender – Same or Different?
10. Gender Re-assignment – What’s in a Name?
11. Sexual Orientation – OK to be Different?
12. Addressing all the Segments of the Wheel – To Limit or not to Limit?

Community Cohesion Activity to Raise Awareness of the Diversity Wheel



Draw up to **NINE** wheel segments, one per large sheet of flip-chart paper, labelled as above.

- 1 Decide which segments you want to work on (up to 6 are recommended if you only have an hour to spend). Put each segment on a separate table and assign learners to each table.
- 2 Ask each table of learners to write inside the segment some definitions and examples of the words; eg, for 'age', senior citizens, teenagers, children. (10 mins). You may wish to add more direction to this activity by asking for certain information; e.g., people they know/advantages and disadvantages/positive and negative words
- 3 Move each group clock-wise to the next table and ask them to write more ideas inside the next (new) segment and so on until they arrive back at the start. (5 mins for each visit so 25 mins if you have 6 segments)

- 4 Ask learners to put the segments together to form a wheel – on the floor or displayed on a wall with blue tack. (5 mins)
- 5 Explain that sticking the segments together is basically being cohesive – differences are accepted and all the segments together produce a diverse yet cohesive community (5 mins).
- 6 Praise the contributions and explain when we believe it is important to value and respect each segment, then we'll have a cohesive community (5 mins).
- 7 Ask each learner to write down 2 new things they have learned and what they found difficult or challenging about the exercise (5 mins).
- 8 Display the wheel – as it is or neatly presented – on the wall as a poster.

Introductory Ice-breaker

Equality or Diversity?

Activity: How Many?

Time: 10 mins

Aim	To distinguish between the terms 'equality' and 'diversity'
Objectives	<ol style="list-style-type: none">1. To enable each learner to experience how important it is to notice people's differences; these differences create diversity2. To show that treating everyone the same will not achieve equality of outcome
Resources	Flipchart and pen
Preparation	Facilitator writes up the pre-prepared statement. It is important that each letter is the SAME SIZE, written very CLEARLY and with REGULAR SPACING between words. Do not allow learners to watch the statement being written as this will defeat the objectives. Best to get the statement written before the session.
Activity	N.B. Do NOT explain the objectives at the start.
1 min	<p>Facilitator to ask learners to help with an equal opportunities' experiment. The task is to count the number of Fs in a statement that will be uncovered. Tell learners that they will all be treated equally in this task, because they'll all start at the same time and have the same amount of time to do the counting.</p> <p>Very important, do NOT ask whether everyone can see the flipchart from where they are sitting or if anyone wants to move closer as this will defeat the objectives.</p> <p>Facilitator to now reveal the statement in silence. Do NOT ask if learners have finished counting or attempt to hurry them. Reveal the statement for 10 seconds (5 seconds for fast readers) and cover it.</p>
3 mins	<p>Ask learners how many Fs they counted. To make the activity more active, use mini-whiteboards/send learners to different parts of the room; e.g., all those who counted 4, go there, the 6s over here, etc. Express surprise at the differences. Say: <i>Didn't I treat you all the same? You all had the same time to count, so why all the differences?</i> Facilitator to listen to all the comments (and this is very important) without making any judgments or providing any explanations for the different numbers they counted. Emphasise the different numbers and write up and display all the different counts.</p>
2 mins	<p>Facilitator to confirm the actual number by displaying the statement again and asking learners to come over to the flipchart and ring the Fs to ensure none are missed. 8 will have been identified.</p>

Debrief	Facilitator to point out: <i>People approached the counting in different ways and that often some of the small words (OF) were overlooked.</i>
2 mins	<i>Like the small words, what may seem to be small things to you (such as religion, sexual preference and so on) may be hugely important to others. That is why diversity is important – noticing little things is important and makes all the difference. So, negotiating the time needed to count properly, checking that those furthest away from the flipchart moved nearer, etc could have helped you be more successful. I didn't do this because I was treating you all equally. Treating you all the same did not give you an equal chance to succeed because individual needs were not considered.</i>
Evaluation	Facilitator to ask each learner to come up with one example of how s/he or someone else should be treated differently, so that the individual concerned has an equal chance of success at college or in the workplace. Suggest they look at the Diversity Wheel for ideas.
2 mins	

Statement to be used with the *How Many?* Activity

FINALLY FOOD SHOPS OF QUALITY ARE REFUSING TO SELL SUBSTANCES WE KNOW TO BE HARMFUL AND OF COURSE WE HAVE KNOWN OF THE DANGER FOR MONTHS AND MONTHS.

N.B. Trainer tip:

The above statement in capital letters is only one example. You may prefer to use objects instead. Put a number of objects on a table and ask learners to remember as many as they can before you cover them over. This of course could also be done via a Smart board, and the objects could be vocationally relevant or a random selection.

It is advisable to choose content that is most likely to engage that specific group of learners. The key is to ensure that the task is unfair to several members of the group – too little time, not able to see clearly, etc.

Suitable Induction Activity

Learning for your future

Activity: What do you expect?

Allow 1 hour

Aim	To compare previous experiences of education and other learning experiences (e.g., employment, community activity, parenting) with other learners' experiences, and to consider their individual value.
Objectives	<p>To enable learners to articulate their personal learning experiences to date. (NB Introduce this activity when learners are ready to share).</p> <p>To highlight the similarities and differences between school and further education.</p> <p>To note how these learning experiences will be good preparation for progression into higher education or employment.</p>
Resources	Flip chart paper, pens and blu-tack.
Preparation	Facilitator or nominated learners will need to act as scribe during this activity. Facilitator will also need to circulate and prompt discussions about teaching and learning if learners struggle to articulate what they have learned and how it was useful.
Activity 5 mins	Learners are divided into small groups of 2-4, depending on whole group size. Scribe(s) agreed.
15 mins	Learners share their experience of learning, thinking about how it has led them to be here now. Key content: favourite subjects/inspiring teachers/how they like to learn/learning from life experiences/work.
5 mins 5 mins	Learners then list the qualities or skills that they have learned. They then make a list alongside this of what they hope to learn at college that will help them to progress.
10 mins	Learners make another list – a wish list of what they didn't learn at school, but which would have been useful to help them at college and in higher education or employment.
10 mins	The lists are then displayed for others to look at and discuss as a whole group. (Extension activity if more time: creation of personal profiles).
Debrief 5 mins	Learners are asked to think about how and why having different experiences of learning (e.g., school, life, work, community, college) is good preparation for higher education or employment.
Evaluation 5 mins	Ask each learner to say 2 things they have just learned about other people's learning experiences, and what other people have valued.

Suitable Induction Activity

Values

Activity: Who do you admire?

Time: Allow 1 hour

Aim	To begin to identify learners' values through their choice of role models/mentors.
Objectives	To enable each learner to choose a role model and explain this choice. To ensure that choices are discussed and compared and the differences respected.
Resources	Pens and paper for notes (not essential). Flip chart for summary.
Preparation	Facilitator should be prepared to make a list of characteristics on flip chart as part of the summary of the activity.
Activity	The facilitator sets the scene by providing diverse examples of famous people with pictures and brief info about what they achieved, when and where, and why they are famous today. Vary the selection; e.g., famous leaders from history, current celebrities and sportspeople.
5 mins	
10 mins	Each learner is asked to identify a person outside the college environment who is admired as a role model and to say why. (If the group is larger than 10, divide into smaller groups.).
5 mins	The role models are listed on paper with their key qualities – use a flip chart with a small group so that everyone can see.
5 mins	The group is then told to choose an important job related to college life OR the teacher chooses; e.g. a class rep, leading the students' union, or planning enrichment activities for all learners in the college.
10 mins	Learners then speak in favour of the individual role model they previously selected and comment on how well they would do the college job just discussed. What could they bring to this job? What aspect of the job might they not do so well?
5 mins	Finally learners vote and agree on the 'best fit' person for the job.
Debrief	Explain that we each have different qualities and everyone can be admired for something. Each learner is asked to think about the qualities of the person they have just elected.
10 mins	
Evaluation	Ask each learner to say 2 things just learned about why people are admired and to give an example to the group of why the elected person is either right for the job or wrong for the job – giving reasons.
5 mins	

Suitable Induction Activity

Communication

Activity: Inviting Trouble?

Time: Allow 1 hour

Aim	To consider the negative impact of a very casual use of informal language by those who do not take cultural difference into account To stimulate discussion about the dangers of social networking. N.B.This works best with a mixed group of students from a diverse range of cultures.
Objectives	To enable each learner to consider informal language used in conversation, emails, social websites such as Facebook and to reflect on socio-economic and cultural issues raised by inappropriate communication.
Resources	Copies of an e-mail inviting other learners to a night out (see attachment). N.B. This can be re-written/adapted. The key is to make it direct and to add some subtle points of indirect discrimination. A selection of text messages may work better for certain learners. Coloured pens. Smart Board/flip-chart/whiteboard
Preparation	Facilitator has read the resource and is clear about the various ways in which it excludes certain learners (assumptions about money, gender, food, alcohol, entertainment...)
Activity	
10 mins	Facilitator explains/asks for examples of informal language and where it is used, using a flip-chart/board to list learners' suggestions.
5 mins	Learners are divided into pairs and a copy of the e-mail is given to each pair. The facilitator explains that the person sending the email is a learner representative, someone with a role to involve and represent the interests of ALL the learners on a course of study. Facilitator to read out the email. Also display it on a Smart Board/flip-chart/whiteboard.
10 mins	Learners are asked to read through the e-mail again and to highlight anything which they feel could exclude people and make them feel that they would choose not to go on the night out. Pairs team up with another pair and compare what they have highlighted and discuss this. The whole group then discusses what they have found.
10 mins	Facilitator to ask for learners' stories and experiences of social networking; e.g. <i>Do you know of anyone who has been upset by casual comments on Face book or by receiving nasty texts? What happened? How did it make them feel?</i>
10 mins	The facilitator invites the whole group (or groups within the group, if there are more than 10 learners) to share any experiences of how and why casual comments have caused offence to others and to consider: <i>How could this offence have been avoided? What can we do when this</i>

happens to us? N.B. Facilitator needs to be prepared to signpost and support, as appropriate. This is a safeguarding issue.

Debrief

Learners are asked to consider what they have learned from this activity. Facilitator to remind learners about the power of language to hurt, and the ways in which even well-meaning invitations can exclude people for a whole range of reasons; e.g., money, culture, gender.

10 mins

Evaluation

5 mins

Ask each learner to say 2 things just learned about other people's sensitivities to the use of informal language.

Communication

Activity - Inviting Trouble?

The following e-mail was sent round to all the learners on an I.T. course at college:

Yo – this is the score.

Bring plenty of cash.

Meet in the Dragon – come like 7.30. Nice and early to give everyone time to get really wasted.

Go clubbing from 10 pm. The new joint on the High Street is worth a look – weighty but worth it!

Kebab.

Stagger home.

BE THERE!

Gaz (your fit learner rep).

P.S. For those of you who are thinking of chickening out – BORING!
Life is short. You need to chill out!

P.P.S. If I can't twist your arm this time, come for a curry with the guys next Wednesday. Vindaloo – I'm lovin' it!). Hot and spicy - if you can take it! (So that rules Sophie out, I guess!).

Suitable Induction Activity

Social Behaviour

Activity: Considering Others

Allow 1 hour

Aims	To prepare learners for group-work To cultivate respectful relationships within the group.
Objectives	To experience how careful listening aids memory retention To experience the effects of not being attended to in terms of 1:1 eye contact To enable learners to experience passive and active listening and to consider the effect of both on the learning experience. N.B. Care needs to be taken if there are mental health, autism or confidence issues to ensure that direct eye contact is not threatening.
Resources	Flip-chart/board. Pens. Short extract containing factual info.
Preparation	Sourcing a suitable extract of approx 100 words/suitable picture/suitable objects
Activity	Learners to be placed in triads. A pair in each triad takes it in turns to tell each other something and to make it as interesting as possible. The third person observes. The listener is to avoid eye contact, look away and pretend not to listen. The roles are then reversed and the activity repeated. The pairs then discuss with each other how this felt and the third person tells them what was observed.
15 mins	
15 mins	The same pairs repeat the activity. This time the listener makes eye contact, nods encouragingly and smiles. The roles are then reversed and the activity repeated. The pairs then discuss with each other how this felt and the third person tells them what was observed.
10 mins	Each pair joins another pair. 1 learner per group volunteers to read a piece of writing/describes a picture/names a number of presented objects (could be vocationally related). All must listen carefully in order to remember as much as possible – no writing allowed. The presenter then covers the writing/picture/objects and asks the group to say as much as they can remember about what has just been presented to them.
5 mins	Small group discussion about how the listeners tried to remember and to share successful strategies/tips for active listening and remembering.
Debrief	Facilitator to manage a discussion about respectful, active listening, asking why they think it's important for effective learning. Summarise key learning points- include all the learners' contributions.
10 mins	
Evaluation	Ask each learner to feed-back 1 thing to avoid doing and 1 positive thing to do when listening to each other. Facilitator to encourage a variety of ideas.
5 mins	

Suitable Induction Activity

Age

Activity: Too Young?

Allow 1 hour

Aim	To consider the appropriateness of current age-related legislation and/or government policies.
Objectives	To promote discussion about the possible reasons for age-related legislation and the effects on learners' lives.
Resources	To widen the discussion to include the impact on society of such laws Hand-out on Age-Related Legislation. Coloured pens. Track of 'Much too Young' by Madness (optional).
Preparation Activity	Research by the facilitator or the learners into age-related legislation.
5 mins	Warm the group up with music and a general discussion on why we have laws – any laws. Ask for examples of laws relating to age – make it into a competition; e.g., 2 mins – see who can list the most.
15 mins	Facilitator to give out the handout and to ask each group to choose one of the topics, checking that each group chooses a different one OR that there is replication for comparison purposes. For each topic, the task is to list as many advantages and disadvantages to this law as they can think of, and then to decide whether the law is sensible or in need of change.
10 mins	Facilitator to elicit feedback on how these laws affect everyone's lives. Use the flipchart to generalise the responses under 2 headings such as <i>Good Effects</i> and <i>Bad Effects</i> (e.g., prevents underage pregnancies, reduces alcohol abuse, prevents older people taking advantage, takes away a young person's liberty, etc).
15 mins	Facilitator to ask each group to choose a different law and to repeat the exercise – advantages and disadvantages, and to add any new comments about effects to the flipchart or to change the focus to policy issues (see hand-out).
Debrief	General discussion to air opinions; e.g., <i>Should laws be there to protect the young? How well do these laws protect in practice? Do the laws have any negative side effects on other people; e.g., parents, teachers, the police? Are the laws fair to everyone?</i>
10 mins	
Evaluation	Ask each learner to say, or to write on a post-it to display, which one of the laws discussed today they most hotly either agreed or disagreed with and a strong, brief reason why.
5 mins	

Hand-out to accompany the *Too Young?* Activity

Age-related legislation

1. New proposal to change the school-leaving age to 18 (although from the age of 16 young people can be in training)
2. Smoking – from the age of 16
3. Alcohol – from the age of 18
4. Voting – from the age of 18
5. Age of sexual consent – 16 to 'protect' females
6. Homosexual sex – from the age of 18
7. Driving – provisional licence and actual licence

N.B. You may wish to incorporate a brief quiz to test initial knowledge of these laws and to incorporate local statistics on a topic they would be interested in; e.g., teenage pregnancy rates, NEET, alcoholism, how many people voted in the last election...

Suggested policy issues to discuss:

1. heating allowances for the elderly
2. disability allowances
3. student loans
4. housing benefit
5. prescription charges

Pregnancy

Activity: Learners as well?

Allow 1 hour

Aim	To raise awareness of the issues faced by young mothers when they try to access educational opportunities.
Objectives	To identify that 'one size does not fit all' when it comes to educational provision.
Resources	Flip chart paper, pens and blue-tack.
Preparation	Facilitator to copy the handout and give out 1 per group Large pieces of paper/pens/blue tack.
Activity 5 mins	Learners are divided into groups, size dependent on the optimum number for discussion purposes
15 mins	Facilitator to give out the handout and to ask each group to read all the barriers and to come up with suggested solutions to remove these barriers. (Each group could address all the barriers OR each group could be delegated a few, depending on how fast they work).
15 mins	Facilitator to ask each group to agree how to star the solutions (3 stars for easy to achieve, 2 stars for expensive and 1 star for very difficult or far too expensive to achieve). Each group to use blue tack to display their ideas and star ratings.
10 mins	Facilitator to ring common star ratings and to discuss the ones where there is disagreement to find out the reasons why. Give groups an opportunity to change or to stick with their ratings.
10 mins	Final task is to ask each group to choose the 3 most powerful solutions that will make a difference to the ability of young mothers to have good quality learning experiences. These solutions could be their own ideas, not necessarily linked to barriers or solutions already on the sheets.
Debrief 5 mins	Each group is asked to share their 3 ideas with the whole group.
Evaluation 5 mins	Ask each learner to say or to write on a post-it 2 new things they have just learned about the barriers to learning experienced by young mothers.

Hand-out to accompany the *Learners as well?* Activity

Barriers faced by young mothers who want to learn

- no affordable childcare
- no on-site childcare
- worried about leaving the baby with someone else
- no spare money for bus fares, lunches, drinks, paper, files, etc at college
- not enough support from the father
- not enough support from their parents or other relations
- no one talks to them to find out what they want or need
- low self-esteem
- lack of confidence
- inflexible study timetables
- insensitive teachers or trainers
- feeling they have a lack of control over their lives
- feeling tired a lot of the time
- feeling left out of social activities
- little space or time to study
- a baby who doesn't have regular sleep patterns
- the need to breast-feed throughout the day and the evening
- other learners just don't understand what it's like to be a young mother

Religion and Beliefs

Activity: Time Out

Allow 1 hour

Aim	To share information about religious festivals/holidays, their origin and how they are celebrated.
Objectives	<p>To enable each learner to understand the importance of religious festivals/holidays celebrated by other learners.</p> <p>To ensure that learners compare religious festivals/holidays, and consider their impact on college life.</p>
Resources	Large scale current calendars (one per group of learners). Marker pens. Flip-chart/board. Information about religious festivals/holidays.
Preparation	<p>Facilitator has resourced information that is now to hand on religious festivals/holidays and their significance.</p> <p>N.B. If more time is available, learners could research this info for themselves or it could be a homework task prior to the session.</p>
Activity	
5 mins	Learners are divided into groups and a calendar given to each group plus access to the holiday information provided by the facilitator.
20 mins	Learners are asked to fill in the religious holidays on the calendars and if any holidays have a personal significance to learners, they are asked to explain what this is and why it is important to them.
10 mins	Learners or the facilitator write up the complete list of holidays celebrated by the group as a whole, adding notes about their meaning and importance.
10 mins	Learners comment on how the college manages different religious holidays and the effect on the college environment. Facilitator manages the discussion to focus on the positive aspects.
Debrief	
15 mins	Learners are asked to consider the significance and importance of holidays for individuals, religious groups and college life. Facilitator to manage a group discussion and to sum up the different festivals/holidays observed by the group as a whole.
Evaluation	
5 mins	Ask learners to name at least 1 religious festival/holiday and say why they feel they understand it more as a result of this activity.

Religion and Beliefs

Activity: Why wear it?

Allow 1 hour

Aim	To introduce and explore the reasons why individuals choose to wear particular clothes at college, and the extent to which those choices are based on fashion, habit, culture and/or faith.
Objectives	To enable each learner to understand that culture and faith can both influence what we choose to wear, and to be able to identify some of those different influences. To challenge the conventions of what is considered to be 'appropriate' dress
Resources	Flip chart paper and marking pens. Pictures of different dress styles – a mix of fashion and faith-influenced styles; e.g., present or ask learners them to have found images of what is current; e.g.,chav, emo, goth, fresh-boys, woman in a burka. Adaptation: provide a dress box – encouraging learners to try on different outfits/accessories. Ask: <i>How does it make you feel? How do others now see you?</i>
Preparation	Facilitator is familiar with some of the different cultural and faith influences on dress choice (extent of input may depend on the cultural mix in the group – the information in “The Perspectives of Faith Communities” may be helpful here).
Activity 10 mins	Delegates are divided into small groups. Each group looks at the pictures and suggests the influences/describes the fashion style. Vocational uniforms could be included.
20 mins	Each small group describes and lists the dress preference of each learner in the group, and identifies any cultural (e.g., music, life-style), and/or faith influence. The discussion could be contextualised to consider vocational dress – assumptions about appropriate work-wear/consideration about whether there should be a college uniform.
15 mins	All groups present their conclusions to the whole group, and the facilitator uses the flip-chart/board to record the whole range of influences on the group.
5 mins	Facilitator manages a group discussion on the findings and summarises the key influences of faith and/or culture.
Debrief 5 mins	Learners are asked to consider what they have gained from this activity in terms of understanding why dress choices are made, the facilitator pointing out that “fashion” is culture, too.
Evaluation 5 mins	Ask learners to feed-back 2 pieces of new information learned about the dress choices of others.

Socio-Economic Factors

Activity: Money Matters

Allow 1 hour

Aim	To compare and discuss attitudes to money and links to learning.
Objectives	To enable learners to express their attitudes to money To promote discussion among learners about material life and to compare different attitudes.
Resources	A set of ten sayings about money, as attached A list of commercial outlets frequented by learners Whiteboard/flip-chart and pen.
Preparation	Facilitator has copies of the cut-up sayings and commercial outlets ready for distribution.
Activity	Learners are divided into groups and each group is given a full set of the sayings and commercial outlets, cut into separate slips/cards.
5 mins	Each learner within a group is dealt a slip/card and so on around the group until all have been distributed and each person has at least one saying and one commercial outlet
15 mins	Money sayings are read out and discussed within each group – <i>Do we agree with these statements about money?</i> Each group sorts the sayings, choosing and agreeing those that represent most closely their own opinions about money, rejecting others. Facilitator may need to explain some of the sayings.
15 mins	Whole or small group discussion on the commercial outlets. <i>Who shops at these outlets? What image is associated with those who shop there? Where else do you like to shop? Where would you shop if you were rich?</i>
10 mins	Facilitator to ask learners to share their answers to the questions with the whole group, and to draw out ideas about how our attitudes to money are formed. <i>Are there cultural or religious reasons for these attitudes? What have fashion and age to do with it? Is lack of money a problem when you're learning?</i>
5 mins	Learners are asked to think about whether money affects our ability and our willingness to learn and to offer any evidence for this.
Debrief	Facilitator to list ideas on the board in answer to the last task. In addition, facilitator to make a second list, <i>Why learn?</i> Ask the whole group to share reasons for learning; e.g., <i>Are we here to learn in order to make money in the future – or are other reasons more or as important; e.g., vocation, job satisfaction, possessing aptitude or relevant skills...</i>
10 mins	
Evaluation	Learners asked to choose their favourite quotation about money, or to write one of their own. Read out or hand in to the facilitator.
5 mins	

Sayings about Money

"Money makes the world go around."

"When it's a question of money, everybody is of the same religion." (Voltaire)

"Wealth is an excellent thing for it means power, it means leisure and it means liberty."

"When wealth is lost, nothing is lost; when health is lost, something is lost; when character is lost, all is lost."

"There are some things money can't buy."

"If you want to know what God thinks of money, look at the people he gave it to." (Dorothy Parker)

"It is easier for a camel to go through the eye of a needle, than for a rich man to enter into the kingdom of God." (The New Testament: Matthew 19:24)

"Money is the root of all evil."

"A fool and his money are soon parted."

"Capital as such is not evil; it is its wrong use that is evil. Capital in some form or other will always be needed." (Gandhi)

Commercial outlets (add/change to other outlets frequented by learners)

Primark

Next

TK Maxx

H&M

New Look

River Island

McDonalds

Subway

Costa

HMV

Amazon

EBay

Gender

Activity: Same or different?

Time: Allow 1 hour

Aim	To share different points of view about gender issues.
Objectives	To enable each learner to express, refresh and challenge their own ideas, taking into account the views of others in the group.
Resources	Copies of the Gender Characteristics, cut up to be read singly, one set per group table. Pen and flipchart. Large sheets of paper on each group table.
Preparation	Facilitator should be prepared to write up or supervise a write-up on the flip chart as part of the summary of the activity.
Activity	The facilitator sets the scene by asking for examples of male and female characteristics (e.g., physical, emotional, personal), adding them to the flipchart under Male and Female headings. Everyone's ideas included – no judgments made by the facilitator, although seek agreement that crude language needs to be re-worded with the justification that the original words could cause offence.
5 mins	
10 mins	Each group is given a set of Gender Characteristics and puts each one under one of three headings: <i>Male</i> , <i>Female</i> or <i>Both</i> .
5 – 15 mins depending on the group size	One person from each group to visit another table and compare the lists, until all tables have been visited (5 mins per table). The visitor to attempt to persuade the new table of learners if there are different views, and vice versa
10 mins	Facilitator to write on flipchart which characteristics were agreed by everyone, and those which could not be agreed.
10 mins	Facilitator to give out the Diversity Statements and ask each group to create <i>Agree</i> and <i>Disagree</i> lists and to think of a good reason (agreed by everyone in their group) for each decision.
15 mins Debrief	Facilitator to manage a discussion around the points of disagreement and to conclude with a summary of all the areas of agreement.
Evaluation	Ask each learner to say what they have learned about the process of reaching agreement and why they think not everything could be agreed.
5 mins	

Hand-out to accompany the *Same or Different?* Activity

Gender Characteristics

I'm naturally strong

I can give birth

I'm very sensitive

I'm a great cook

I like to talk about my feelings

I work to support my family

I like to talk to my mates about football and sport

Relationships are very important to me

My life is limited by time factors; e.g., after a certain age I cannot give birth

I go through a menopause

I get moody once a month

I get higher pay

I am more intelligent

I am judged mainly by the way I look

Diversity Statements

It is harder to be a young man in today's society than a young woman

It is harder to be a young woman in today's society than a young man

Diversity means that males and females should be treated the same

Diversity means that differences are accepted and everyone is respected

People should be admired for what they do and not for what they look like

Everyone is entitled to the same information about job opportunities

There is no point telling males about female jobs, and vice versa

Males should be able to retire before females

Gender Re-assignment

Activity: What's in a name?

Allow 1 hour

Aim	To raise awareness of the differences between a variety of terms related to transgender.
Objectives	To consider some definitions and to appreciate the importance of not over-generalising when we make reference to transgenderists, transvestites and transsexuals.
Resources	Definition and term exercise, one set per group. Internet access.
Preparation	Google transgenderist, transvestite and transsexual famous people to provide short lists of people the learners may know of and respect; e.g., sportspeople, entertainers, celebrities. Cut up definition and term resource, separating terms from definitions.
Activity	Facilitator to put learners into 3 groups and to ask each group to match the terms with the suggested definitions. Check the answers. Then
10 mins	share examples of famous people and ask learners to match these up also.
15 mins	Facilitator to explain that these definitions are over-simplified and to ask the learners to research more information to add to or to qualify these definitions to make them more accurate.
20 mins	Each group to research answers and share findings in relation to one of the following questions: <ul style="list-style-type: none">- What is it like to be a transsexual?- Everyone likes dressing up, so is being a transvestite just a bit of fun?- Can we choose not to be a transgenderist?
Debrief 10 mins	Facilitator to explain that the Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against various groups of people, including those who experience gender re-assignment. Ask learners what their research has suggested about why gender re-assignment needs to be a characteristic protected by the Act.
Evaluation 5 mins	Each group to present 2 new things they have learned as a result of their research.

Definition and term exercise to cut up for the matching exercise in the Gender Re-assignment activity

Terms

- Transgenderist
- Transvestite
- Transsexual

Simple Definitions

- A general term for a person who believes her or his 'real' gender is not the one received at birth, and is interested in full or partial reversal of gender roles
- A person who likes to cross-dress; e.g., a man wearing a dress
- A person who identifies so strongly with the opposite sex that he or she wants to have a sex-change operation and have their gender re-assigned

Sexual Orientation

Activity: OK to be different?

Allow 1 hour

Aim	To show why people who define themselves as gay/lesbian/homosexual/bisexual can feel unsafe and not accepted in a community.
Objectives	To enable each learner to understand the everyday restrictions and real fears experienced by those who define themselves as gay/lesbian/homosexual/bisexual.
Resources	Handouts and pens.
Preparation	Lists of famous homosexuals who learners are likely to identify with; e.g., celebrities, soap stars, sportspeople.
Activity	Facilitator to divide learners into groups. Each group to read the statements on the hand-out and to star them according to how they think people in their local community would think about the listed behaviours (3 stars for definitely acceptable, 2 stars for mainly acceptable and 1 star for unacceptable).
15 mins	
10 mins	Groups to imagine how unsafe gay/lesbian/homosexual/bisexual people feel in a community that does not accept aspects of their behaviour. Facilitator to share stories of active discrimination resulting in bodily harm and to ask learners for similar stories.
20 mins	Facilitator to ask each group to consider how safe a learner at this college or training establishment feels if s/he is gay/lesbian/homosexual. What can be done to make s/he feel more accepted? Facilitator to praise all the suggestions – particularly of the group coming up with the most thoughtful/simple/effective ideas.
10 mins	Facilitator to share lists of famous gays/lesbians/homosexuals/bisexuals and to ask learners to add to these lists people they know and admire.
Debrief	Facilitator to point out that as well as the examples looked at today of extreme intended discrimination against gays/lesbians/homosexuals/bisexuals, there are many everyday examples of unintended discrimination; e.g., how even well-intended, friendly conversations can exclude people; e.g., parents talking about their children or heterosexual people discussing their husbands or their wives.
5 mins	
Evaluation	Ask learners to name at least 1 way they could personally contribute to making a gay/lesbian/homosexual/bisexual feel an accepted part of this learning community/community where they live.
5 mins	

Hand-out to accompany the 'OK to be Different?' Activity

Please rate the following activities in the way you think your local community thinks - 3 stars for definitely acceptable, 2 for mainly acceptable and 1 star for definitely unacceptable.

N.B. *Local community* could be defined as where people live or the college/training environment

1. Two males to hold hands in public
2. Two females to hold hands in public
3. Same sex people to kiss in public
4. Same sex people to live together
5. Two females to have a loving relationship
6. Two males to have a loving relationship
7. Same sex people to have a civil partnership
8. Same sex people to adopt children
9. Same sex people to use artificial insemination or other scientific means to produce a baby
10. Having sexual relationships with males and females

Addressing all the Segments of the Diversity Wheel

Activity: To limit or not to limit?

Time: Allow 1 hour

Aim	To raise awareness of how personal factors in the make-up of individuals can be viewed and valued by society.
Objectives	To identify several of those factors that can limit our options in life To distinguish between actual limitations and assumptions based on perception.
Resources	Role cards (14 – large groups can have one role card per pair of learners). List of questions. Room for all learners to start in a line from one place (e.g., a wall) and to take up to about 6 steps forward.
Preparation	Create the role cards, one per person. Make sure learners have a good variety of roles (privileged and less privileged) if there are fewer than 14 learners. Move furniture to create space.
Activity	Facilitator to explain that the activity will look at the difference between reality and assumption, what we may think about our options in life compared to what we really could achieve.
10 mins	Facilitator to give each learner a role card with an instruction not to let anyone see what is on it. Check understanding of terms and explain 1:1 as required. Ask learners to line up and start together.
15 mins	Facilitator to explain that a list of questions will be read out. If, in their role, the answer to the question is 'yes', ask them to move forward one step. If the answer is 'no', ask them to remain where they are.
20 mins	When all the 'Can you easily' questions have been asked, pause and ask learners to look at the shape the group has formed, with some people remaining at the back, others further forward. Ask learners to stay where they are but to turn so that they can see everyone. Ask learners to read out the role they have been given. Work from the front back to the start.
5 mins	Ask learners to say how it felt when they were not able to move forward. Also ask: <i>Which roles have proved most limiting? Which roles came with readymade opportunities to succeed in life?</i>
Debrief	Facilitator to point out that not all the cards specified race or whether a person was lesbian, gay, heterosexual, transsexual, disabled. It is likely that white, heterosexual and non-disabled were assumed. Ask: <i>Does this mean that some groups are more accepted and valued by society than others? Give me some examples of the effects of these assumptions on the characters you all role-played.</i>
5 mins	

Evaluation

5 mins

Stress that the activity was not about labelling people, but more about seeing how we limit people's opportunities by not making adjustments when we can. Ask each learner to suggest 2 practical ways in which this organisation could increase the number of opportunities (or improve the quality of the learning experience) for the character they role-played.

Role-play cards to accompany the *To Limit or Not to Limit?* Activity

**I am:
Age 17
Male
Partially sighted
Living on a council estate**

**I am:
Age 32
Female
Infertile
Married to a celebrity husband**

**I am:
Age 16
Female
With Down's syndrome
Living with foster carers**

**I am:
Age 16
Male
White
Sleeping rough
HIV positive**

**I am:
Age 19
Female
White
Non-disabled
Heterosexual**

**I am:
Age 27
Male
White
Caring for a mother with severe dementia
Transvestite**

**I am:
Age 22
Female
Lesbian
Highly educated
Wheelchair user**

**I am:
Age 15
Pregnant
Black
Homeless
Christian church-goer**

**I am:
Age 19
Male
Black
Have wealthy parents
Engaged to be married**

**I am:
Age 54
Female
Divorced
With limited hearing**

**I am:
Age 22
Male
Just released from prison
Unemployed**

**I am:
Aged 26
Male
Gay
Living with a long-term partner**

**I am:
Female
Age 15
Non-disabled
The daughter of unemployed parents living on benefits**

**I am:
Female
Age 16
Single parent with a baby
With a stutter**

**I am:
Male
Age 18
University student
Devout Muslim**

Suggested Questions to use in the *To Limit or Not to Limit?* Activity

Can you easily...

1. Do a full-time course at college?
2. Expect to get a good job?
3. Go out on your own at night?
4. Wash and feed yourself?
5. Be respected by those in authority?
6. Do well in a job interview?
7. Become an MP?
8. Go to university?
9. Do an apprenticeship?
10. Feel confident about your own abilities?
11. Get good qualifications if you work hard?
12. Have children?
13. Keep your possessions safe?
14. Expect to be discriminated against?
15. Kiss your partner in public?
16. Use buses?
17. Expect to have a happy marriage?
18. Expect not to have to worry about money?
19. Believe you are not judged by your looks?
20. Feel safe?

Tips for Trainers

Practical information and suggestions on managing cohesion training, including the role of the trainer, preparation for training sessions, and some useful language for facilitating contributions from delegates

Managing difference

One of the most important aspects of cohesion training is that it enables people to discuss opinions and beliefs openly. These beliefs are often felt to be extremely important to individuals, and may well be at the centre of their value system and their views on the world in general. Sometimes, this can lead to difficulties, when people express opinions that others completely disagree with. It is safe to assume that emotion will overcome logic at some points during the session! Opinions and beliefs have a strong emotional and psychological content and people can feel personally aggrieved if their views are challenged.

The role of the teacher

The role of the teacher is very important in **keeping people on track** with the aims of the session and maintaining an atmosphere in which people feel able to express their beliefs, even if others disagree strongly. This does not mean that you have to do all the talking or always challenge people whose views are controversial or upsetting to others. It's more important that you help to **create an atmosphere in which the group manages itself**: in the best case scenario, members of the group will be aware when there is a difficulty, and will take steps themselves to look for agreement rather than conflict. The teacher will manage this process, making sure that one group or individual does not dominate over others and that everybody gets the chance to have their say.

When people are discussing beliefs and values, they are not always aware of the facts. It is part of the role of the teacher to **know some facts** about the issues being discussed, particularly if the facts are useful in myth-busting. Figures about numbers of people from different countries, numbers of people in different faith communities and other statistics can help to put things in perspective.

The teacher's job is to **encourage dialogue** between learners. At the beginning of a session, several learners will feel unsure or unable to speak. The trainer needs to allow time for people to feel confident enough to offer a contribution, which might mean dealing with a certain amount of silence and starting with activities that relax and have some humour. It's not always necessary to jump in immediately when there is a pause. Some people need time to collect their thoughts or to summon the courage to speak. Allow just a little more time than you are comfortable with before filling the silence.

The teacher's role is to **look for areas of agreement and highlight these**, summarising and allowing people to check the summary and add to it. Most learners will want to find ways to get along with each other and to look for what they share rather than for what divides them. Once the teacher has given a model of how this can be achieved, other members of the group will also take on this role and the group will be led to a constructive, rich dialogue, bringing people to a shared understanding of their community.

The teacher is:

- Neutral
- Fact-finding
- Consensus-building
- Encouraging to those who find it difficult to speak
- Constructive
- Positive
- Able to manage silence.

The teacher is not:

- Partisan
- Judgemental
- Decision making
- Dominant
- Always the person to sort out difficulties.

Some useful language

It can help to have a few useful phrases or questions ready for when there are difficulties in the dialogue. Try using some of these:

- If this area is proving too difficult to discuss, why not discuss another aspect? You could come back to this issue later.
- You seem to be a bit stuck on this issue. What do you think you could do about that/can someone help?
- What's the best/worst that can happen?
- I think X is saying this (give a summary). Am I right, X? But perhaps Y is hearing this (give a summary). Is that right, Y?
- It seems as if you agree on these things (list or summarise), which is great. You've really come a long way here.
- What can we do with all the positive feelings we've had here today? How can we make them part of the life of our college community?
- What do you see this college community becoming in five years' time?

Preparation and Planning

Practical points - Before you deliver your cohesion session, take a look at this quick checklist to make sure you feel fully prepared:

Beginning the session

- Start the session on time, set positive expectations, give timings.

During

- Allow time for discussion and keep it moving.

Ending the session

- Ask learners to evaluate the session against their earlier expectations, ask learners which parts of the Diversity Wheel have been referred to today, always note feedback and close crisply with an upbeat acknowledgement of their efforts and contributions.

Good Practice Guide for Managers

Cohesion training should not be seen by organisations as separate from other kinds of training. It's important for organisations to have a strategy to address cultural diversity and cohesion, and for the training to be part of that.

Key steps in the preparation process are:

Planning – at this stage, the organisation needs to develop the approach it intends to take and what needs to be done to make cohesion happen.

Doing – decide what will get you there and what might get in the way – introducing initiatives to change individual behaviour and organisational systems, dealing with resistance and ensuring leaders are 'on side'.

Reviewing – setting up indicators of progress and feedback mechanisms.

Stages	Definition	Tips
1. Developing an approach	Understanding the values behind the need for training	Decide on an effective approach Accept that some people will find change difficult and uncomfortable Be prepared for the long term
2. Setting the strategy	Being sure you are aware of the issues being confronted	Understand the issues in your organisation Be explicit: acknowledge any difficulties with equalities and spell them out Deal with power: disadvantage is embedded in individual and organisational power structures – engaging those at the top will determine the culture of the organisation and how successfully it can make changes Be clear about aims and objectives and make sure staff understand why training is happening and how it fits into the longer term strategy
3. Putting strategy into action	Identifying the training needs of staff and clients and making sure the training meets these needs	Tailor your training to your needs and relate it to specific work issues Be sensitive to culture: challenging, rather than confronting, will get better results Brief trainers so they understand the issues specific to the organisation: try using a mix of internal and external trainers Pilot programmes and take account of feedback Maximise attendance: you could either make attendance compulsory or use other strategies to promote the training positively Consult with the local community about issues, including young people

Stages	Definition	Tips
4. Overcoming barriers	Making sure those who need training access it: engaging all sections of the community, and reaching all levels of the organisation	<p>Ensure that senior management give visible and active support, so that everybody can see the commitment of the organisation</p> <p>Involve managers in the training</p> <p>Use other initiatives, such as the appraisal process, to support training outcomes</p> <p>Agree a follow-up strategy for after the training has been completed</p> <p>Be aware of the culture of the organisation considering if it is ready to support diversity initiatives, or if you will need to adopt a step by step approach</p> <p>Make sure issues of race are high on the agenda, linked to other diversity issues</p> <p>Give a clear message on diversity, letting people know what is expected in terms of behaviour</p> <p>Be tough on those who resist change</p>
5. Evaluation	Making sure training has been successful and that mechanisms are in place to make adjustments, taking into account comments of participants	<p>Have clear, measurable objectives</p> <p>Consider evaluation and monitoring an integral part of the training process, not an “add-on”</p> <p>Feed results back into the design process</p>

Frequently Asked Questions

Q: Is it really necessary to do all this training? My learners seem to get along alright.

A: Yes, it *is* necessary because we all have a duty to comply with the Equality Act 2010 – and it is also worthwhile. You will discover all kinds of issues if you take the time to ask and create a space to discuss, and addressing these issues will improve working relationships.

Having a clear vision about equality issues will make the learning environment more inclusive.

Q: None or very few of my learners come from an ethnic minority community, so why do I need to build in any training in cultural cohesion?

A: Everybody needs to be aware of equality and diversity issues. This isn't just about race and culture, although these are very important aspects. Who knows who will enrol on your course in the future?

It will also help to make positive links with employers, parents and other stakeholders.

Q: What is bullying and harassment? Surely it's OK to have a bit of fun?

A: There are many definitions of bullying and harassment. Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

Harassment, in general terms, is unwanted conduct affecting people's dignity. It may be related to age, gender, race, disability, religion, nationality or any personal characteristic of the individual, and may be persistent or an isolated incident.

The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient.

Q: Can you bully people by email?

A: Bullying and harassment are not necessarily face to face, they may be by written communications, electronic (so called 'flame-mail'), phone and social networking sites.

These forms of bullying and harassment are becoming increasingly common and can have very serious consequences.

Q: If I've already trained my learners, what shall I do about new starters?

A: This sort of training is on-going. It should be possible for new starters to fit in at any point and eventually catch up with their peers. Learners learn a lot from each other.

If your learning environment is an open, cohesive place to work, newcomers will get the idea quickly and pick up the information they need.

Q: I've got quite a tough behaviour management style with my learners that gets good results. Will I have to change this?

A: Actions that are considered bullying by one person may be considered firm management by another. Discuss this with your learners. Most people will agree on extreme cases of bullying and harassment but it is sometimes the 'grey' areas that cause most problems. It is good practice for the managers of an organisation to give examples of what is unacceptable behaviour in their organisation and this may include:

spreading malicious rumours, or insulting someone (particularly on the grounds of race, sex, disability, sexual orientation and religion or belief)

copying memos that are critical about someone to others who do not need to know

ridiculing or demeaning someone - picking on them or setting them up to fail

exclusion or victimisation

unfair treatment

overbearing supervision or other misuse of power or position

unwelcome sexual advances - touching, standing too close, display of offensive materials

making threats or comments about job security without foundation

deliberately undermining a competent worker by overloading and constant criticism

preventing individuals progressing by intentionally blocking promotion or training opportunities.