

Delivery notes

## Main activity: Discrimination and inclusion

20 minutes

Based on what they see in a film, pupils investigate the possible effects of discrimination. They identify how to avoid and challenge this type of hurtful behaviour.

**Organisation:** Whole class/group work

**Resources required:** Film: Challenging discrimination and promoting inclusion

### Delivery notes:

**Step 1:** Begin by showing film, then facilitate a whole-class discussion on the issues that the player raises:

- What did the discrimination look like – i.e. what did those who were discriminating against him do?
- How did it make him feel?
- What advice would you give him?
- What did he do about it?

**Step 2:** Using the film as stimulus, encourage pupils to talk about the different kinds of discrimination they are aware of (remind them of the starter activity if necessary) and how the words/names that people use make someone feel discriminated against.

**Step 3:** Using the film as a stimulus, talk about what it looks and feels like to be included; what words or phrases might someone who is being inclusive use? Record pupil's responses, which will be used to support them in a later activity.

**Step 4:** Working in small groups, pupils explore through role-play the behaviour, actions and words of someone or a group of people who are being inclusive. Extend the

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role-play to include examples of how pupils can resist pressure from others to join in with discrimination.

**Step 5:** Regroup to share ideas and highlight strategies for resisting pressure to behave in an unacceptable way. Pupils should be given the opportunity to identify what discrimination or inclusion might look like both off- and online (e.g. on a messaging service or on social media).

**Note:** Examples of inclusive vocabulary that can be used as language prompts:

- 'There's no reason why he/she can't join us.'
- 'He/she can do it just as well as anyone else.'
- 'Would you like to play with me/us?'
- 'You're really good at that, could you show me how to do it?'

**Step 6:** Now the pupils work in small groups. Based on what they saw in the film and have learned since, they create a film/cartoon or write a letter/email to the young person in the film, advising them what to do about being discriminated against. The advice should include a simple explanation of discrimination and identification of what the young person could do about it.

**Additional Activity:**

Create a film/cartoon or write a letter/email to the perpetrators, explaining to them that they are discriminating against the person in the film. It should include the potential consequences of discrimination on themselves and on the young person. Suggest ways they could be more inclusive and why we should all work towards this.

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**Main activity: Discrimination and inclusion****As a plenary:**

**Step 1:** Ask some groups to show their work from step 2. Pupils should discuss the effectiveness of the advice given.

**Step 2:** Ask the following question as a final discussion point:

- Whose responsibility is it to do something when a person thinks they or someone else is being discriminated against?

Any misconceptions should be addressed or challenged.