

'REACHING OUT'...

aims to ensure that we are truly accessible and inclusive.



Whilst you are working through the activities think how you could incorporate the [nine protected characteristics](#) in the 2010 Equalities Act, if this is appropriate. These are:

- Age  • Pregnancy and maternity 
- Marriage and civil partnership 
- Gender  • Gender reassignment 
- Religion and belief  • Race 
- Disability  • Sexual orientation 

This resource has been created as an aid for you to use at events, meetings, or at any other opportunities to start discussions around Equality, Diversity and Inclusion (EDI).

It has been developed to stimulate understanding and perspective of EDI and help individuals express and share their thoughts and opinions on a range of subjects using different learning techniques.

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Two-minute activities

1. How well do you listen?

- Ask all members of the group to write down the names of three people they consider to be good listeners.
- Ask the group if anyone has written down the name of a person they don't like...They very rarely do.
- Ask if they either like, love or respect the three people they have named...The answer is usually yes.
- Then ask them what they think they have to do, to be liked, loved or respected by others.

Take away: Do you think you are a good listener?

2. What do you see?

Ask all members of the group to look at the below images. Discuss what you see.



Take away: Do you find these images surprising?

Five-minute activities

1. What is your first impression?

When you first meet someone your brain makes a thousand computations about that person all made at lightening speed, these include:

Is this person approachable?

Are they friend or foe?

Do they have status and authority?

Are they trustworthy, competent, likeable, confident?

Think about celebrities and if there is anyone that if someone didn't know they were famous could be seen differently by their first impression, for example by the way they look or act.

Take away: Were you ever completely wrong in your first impression of someone? If so, explain.

What is your first impression?



Smashing Stereotypes



Vladimir Franz

Artist and Academy Professor

- at the Prague Academy of Performing Arts

Presidential Contender for the Czech Republic, 2013

- 3rd most popular candidate out of 9 candidates

He also holds a law degree, is a painter and a prolific opera & theatre composer.

Ten-minute activities

1. Sharing varied life experience

- Put two lines of chairs facing each other about one metre apart
- Chose a question and ask it
- First person in the pair answers for 45 seconds then swap over (facilitator needs to tell people to swap over)
- After each question ask the person at the top of one of the rows to move to the other end of the row
- Then get all the others to move up one seat, this means each pair changes for each question

This is a sample set of questions you could potentially ask. Having thought through what you want to draw out from the exercise set the level of the questions appropriately. Mix and match and create your own questions. It could be used as a warm up, bringing attention to a certain issue or simply raising awareness.

- What was the first food that you ate which you knew came from a different culture than your own?
- When was the first time you were aware of any disability?
- If you were a celebrity who would you be?
- Can you remember the first time you realised people lived very differently than you did in your family?
- When was the first time you were aware of your gender?
- What is your strongest memory of the first time you visited another country?
- Can you tell your partner how old you are? – how was that?
- Have you ever been to a funeral of someone from a different belief system than yours, what did you notice, how did it make you feel?
- What is your first memory of people having different opportunities in life than you?

Take away: What have you learnt from this exercise?

2. Active Listening

Ask members of the group to get into pairs. One person talks about an issue that is current for them. The partner listens without interrupting, not commenting, not agreeing and ONLY asks clarifying questions. The object of the exercise is for the person to get the experience of really being listened to. After five minutes swap over. This exercise could be done for longer.

Points for discussion:

How did it feel to be listened to?
What did you learn about yourself?
Was it easy to listen without giving advice?
How much did you refer to yourself as you listened?

Take away: When was the last time you were really listened to?

3. The colour of power

Ask the group to watch the below video:

<http://www.thecolourofpower.com/colour-of-power/>

Now ask the following questions:

1. Does this surprise you?
2. What is your first response as you scroll down the list?

Take away: How often do you really think about how life is for others?

4. Gender politics

Ask the group to watch the below video:

<https://www.youtube.com/watch?v=UscoTgELXqc>

Take away: How seriously do you take this?

5. Unconscious bias quiz

Q1. According to Scope's research (2014), how many people tend to think of disabled people as not as productive as everyone else.

- a) 24%
- b) 36%
- c) 54%

Q2. A British government sting operation using false identities concluded that jobseekers with 'white-sounding names' could expect to receive one positive response for every nine job applications. How many CVs did they find a candidate with 'Asian or African sounding names' had to distribute in order to obtain an interview?

- a) Nine – the same as those with 'white sounding names'.
- b) 12 CVs in order to obtain one interview.
- c) 16 CVs in order to obtain one interview

Q3. Opportunity Now and Race for opportunity carried out research in 2014 and found that unconscious bias continues to play a role during all the stages of recruitment of Black, Asian, and minority ethnic (BAME) candidates, from application, through shortlisting and interview to job offer and also in terms of gender regarding pay. In this research, how many of the organisations regularly monitor starting salaries on gender bias:

- a) 25%
- b) 44%
- c) 65%

Q4. In a survey of jobseekers aged over 50 how many said that they had never experienced age discrimination while looking for work:

- a) 10%
- b) 30%
- c) 44%

Q5. Which of the following statements most accurately describes how gender biases are formed?

- a) Biases are formed through socialisation, for example the gender-specific toys you're given as a child.
- b) Biases are formed through the labels assigned to individuals, for example discouraging only little girls from being "bossy".
- c) Biases are formed through media exposure, for example gender portrayals in cartoons, soap operas, newspapers and movies.
- d) Biases are formed through personal experiences of how those around us behave

Answers:

- 1. B**
- 2. C**
- 3. B**
- 4. A**
- 5. All of them**

Take away: How much are you aware of your own biases and can you talk about them?

Fifteen-minute activities

1. Mental Health quiz

This quiz gives some insights and stats on mental health. Go through all, or some of the questions, and ask members of the group what they think the answers are, then discuss.

1. What proportion of people will experience a mental health problem in the course of a year?
 - a. One in a hundred
 - b. One in ten
 - c. One in four
 2. By 2020, the world health organisation believes that depression will occupy which position in the league table of international health burdens?
 - a. Second
 - b. Fifth
 - c. Tenth
 3. In England, are women or men more likely to have a common mental health problem?
 - a. Men
 - b. Women
 4. In the past year (Mental Health Foundation Study 2018), what is the percentage of people who have felt so stressed that have been overwhelmed or unable to cope?
 - a. 40%
 - b. 63%
 - c. 74%
 5. What is the percentage of adolescents that may experience a mental health problem in any given year?
 - a. 20%
 - b. 30%
 - c. 40%
 6. How many people state they have experienced mental health problems in the workplace?
 - a. 1 in 4
 - b. 1 in 7
 - c. 1 in 10
 7. Electro convulsive therapy is no longer used as a method of treatment?
 - a. True
 - b. False
- Answers:
- | | |
|------|------|
| 1. C | 4. C |
| 2. A | 5. A |
| 3. B | 6. B |
| | 7. B |

Take away: How much of this did you already know? Were you surprised by any answers?

2. Hearing impairment activity

You need: a pair of earplugs for each person, and a radio or phone etc that can make 'white noise':

What to do:

- Put on the earplugs
- Put on the white noise.
- Read a newspaper article or passage from a book using a soft voice, mumbling monotone, running words together and pausing on odd places.
- Ask participants 5 questions about the content of what you read. Continue talking quickly in a soft, mumbling voice.
- Remove ear plugs, turn off white noise and re-read the article.

Discuss the differences

Take away: How did this make you feel?

3. Physical disabilities

Activity: using one hand try these activities:

- Tying or putting on shoes
- Buying and eating lunch
- Opening a jar with a screw lid
- Holding a stack of papers and handing one out at time to the group

Discuss the differences

Take away: How did this make you feel?

Glossary of terms

Equality, diversity and inclusion has a language all of its own. Some of the terms will be familiar, others will not. A number of those most commonly used are explained here.

Diversity: The rich and varied differences between individuals.

Inclusion: Belonging, being included, respected, valued, able to use available products, services and facilities.

Participation: Enabling all members of the community to be part of the decision making process and to contribute to and influence outcomes.

Equality: Treating people in accordance with their needs regardless of their age, gender, sexuality, religion, ethnicity, disability or other factors.

Bias: A tendency to treat people differently because of their age, gender, sexuality, religion, ethnicity or disability or for other reasons. Can be conscious or unconscious.

Protected characteristics: Groups of people specifically protected from discrimination by the Equality Act 2010 under the following headings: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Discrimination: Treating someone less favourably or unfavourably because of their age, gender, sexual orientation, religion, race, disability or other factors.

Equality Act 2010: The primary legislation in **England & Wales** that protects people from discrimination in the workplace and in wider society. **Northern Ireland** has not yet enshrined all of its equality related legislation in a single Act and relies on a number of different acts, including the **Disability Discrimination Act 1995**.