

I AM YOU LESSON 1: Identity

LESSON PLAN

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| Audience: | Primary Year 5/6 (9 – 11-year-olds) |
| Length of lesson: | 1 hour |
| Learning outcomes: | <p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> • understand what the Equality Act 2010 is, • identify the Protected Characteristics under the EA2010, and • relate and reflect characteristics to identity. |

| Activity and Timing: | Description: | Resources/materials needed: |
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| Introduction & Aims 5 mins | <ul style="list-style-type: none"> • Introduce yourselves and the aims of the project • Project the PowerPoint. • Read out learning objectives: <ol style="list-style-type: none"> 1. Understand what the Equality Act 2010 is. 2. Identify the Protected Characteristics under the Equality Act 2010. 3. Reflect and relate certain characteristics to identity. | PowerPoint slides 1-2. |
| Icebreaker 5 mins | <ul style="list-style-type: none"> • Explain the rules and aims of the icebreaker. • Ball game – throw a ball at another person and they have to say their name and an interesting fact about themselves. | Ball PowerPoint slide 3 |
| The Equality Act 5 mins | <p>Begin by asking children to put hand up if they know what the Equality Act 2010 is.</p> <ul style="list-style-type: none"> • Explain what the Equality Act is and how it is similar to a superhero that protects us from bad guys through laws. When the bad guys treat you unfairly for who you are, they could get into trouble for it. Explain that the Superhero has specific things that they need to protect. <i>(Slide 6 will introduce the protected characteristics that the superhero protects but matching game will happen first.)</i> | PowerPoint slide 4 |
| Protected Characteristics 10 mins (5 for task) | <p>Matching game:</p> <ul style="list-style-type: none"> • Each table/group will be given a pack of cards with different things written on them. The task is to separate the characteristics (things about a person) that they think are protected by law, and those that aren't. Each group to have two separate piles at the end. • Explain the protected characteristics on slide 6 and how the superhero always has to protect and save them. Explain that the superhero can't | One pack of characteristics per group (see resource sheet) PowerPoint slides 5 and 6. |

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| | <p>leave anyone behind. This is like the Equality Act – it protects us from bad things and behaviours that can hurt our opportunities, feelings, characteristics and our identity (which is who we are).</p> | |
| <p>Direct and Indirect Discrimination 5 mins</p> | <ul style="list-style-type: none"> The Superhero protects you from two types of villains – we will call them direct and indirect. They have silly names which helps us remember them. They relate to a specific thing called discrimination. <p>Definition of direct discrimination with an example.</p> <ul style="list-style-type: none"> Once the example on slide 8 has been read, ask if they think it is fair or unfair. Reiterate that the Equality Act protects you from this. <p>Definition of Indirect discrimination with an example.</p> <ul style="list-style-type: none"> Again, once the example on slide 9 has been read, ask if they think it is fair or unfair. <p>Quiz where the students will be asked ‘Is this direct or indirect discrimination?’ – read out examples on slides 10- 18 and ask class to determine if it is indirect or direct discrimination.</p> <ol style="list-style-type: none"> Estate Agent refuses to sell you a house because they think you are gay – <i>Direct because treating someone less favorably because of their sexuality.</i> Employing someone who uses a wheelchair but the only way to access the area where they will work is by stairs – <i>Indirect disability discrimination, because they have not put arrangements in place for everyone to be able to get to work.</i> Employer does not employ a woman because they think she will take too much time off for childcare – <i>Direct because discrimination based on their gender.</i> Having a minimum age requirement for a job where age is not important – <i>Indirect because the rules indirectly affect people.</i> | <p>PowerPoint slide 7</p> <p>PowerPoint slide 8</p> <p>PowerPoint slide 9</p> <p>PowerPoint slides 10-18</p> |
| <p>Crafting Workshop 20 mins</p> | <ul style="list-style-type: none"> Everyone will be asked to create a collage of themselves, and the things that make up their identity, including their protected characteristics, the things that describe them, their likes and dislikes etc. Explain that this activity is important to recognise that everyone’s identity is different but regardless of this, the Equality | <p>PowerPoint slides 19-20</p> <p>Magazine clippings if available</p> <p>Glue</p> <p>Scissors</p> |

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| | <p>Act still protects you and celebrates your differences.</p> <ul style="list-style-type: none"> • Invite participants to compare them with their friends. | Pens Paper |
| <p>Feedback & Reflection 5 mins</p> | <p>Hand out an exit ticket to each student. This will ask them to reflect on 3 things they learnt during the session, 2 things they found interesting and 1 question they have.</p> <p>Read out 2/3 depending on the time and collect them in at the end of the class to be able to reflect on how the lesson went as facilitators later.</p> | <p>PowerPoint slide 21 Exit tickets (see resource sheet) Pens</p> |
| <p>Back up task if there is extra time to fill</p> | <p>Quiz – multiple choice</p> <ul style="list-style-type: none"> • What act protects our characteristics? <ul style="list-style-type: none"> ○ Equality Act 2010 ○ Protection Act 2010 ○ Equal Act 2010 ○ Happy Act 2010 • How many protected characteristics are there? <ul style="list-style-type: none"> ○ 10 ○ 6 ○ 9 ○ 12 • Which one of the following is NOT a protected characteristic? <ul style="list-style-type: none"> ○ Age ○ Gender ○ Height ○ Disability • Anyone can be discriminated against? <ul style="list-style-type: none"> ○ True ○ False | |

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| Evaluation: | 1. <i>Review the exit tickets.</i> |
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