

Objectives

LO 1 To explore the effects of inequality and discrimination on individuals.

LO 2 To explore the effects of inequality and discrimination on groups and communities.

Class:	Date:	Last lesson:	
G & T pupils:	SEN pupils:	M:	F:

Connect

Students discuss the following questions:

- Which student made a good contribution in the lesson about respect (or a previous lesson)? What does your partner think?
- Do only people with low IQs discriminate?

Activate

Worksheet 1.8a: How are individuals affected by inequality and discrimination?

- Students match key words to definitions. (Answers: A – prejudice, B – persecution, C – discrimination, D – inequality)
- **Small-group discussion:** students give an example (from the news and/or history lessons) of all four key words. Then they read about Danny and discuss the sexist attitudes he faces.

Demonstrate

Worksheet 1.8a: How are individuals affected by inequality and discrimination?

- **Class discussion:** students discuss: *How would you summarise the main effects on Danny of other people's unfair views and treatment?* (Suggested answer: Other people's negative feelings towards Danny affect his daily life. He's paid less than he deserves. He doesn't get the chance to earn more because he's not told about new jobs at work. He also suffers abuse, e.g. his property and reputation are damaged).
- **Paired discussion:** students discuss: *Danny starts missing days at work because he feels so uncomfortable. What effects might this have on his family/his ability to get another job/his self-esteem/his pay?*

Consolidate

Worksheet 1.8b: How are groups and communities affected by inequality and discrimination?

- Students read the eight statements about the effects of inequality/discrimination on groups and compare these with the effects on individuals.
- **Class discussion:** students discuss: *How can these eight factors lead to a vicious circle of behaviour and consequences?* (Example: A bright and hardworking black male teenager may not apply for a law degree because all the lecturers are white. This worries him, as he knows he'll feel left out. He loses motivation for his A levels and doesn't do as well as he should. He leaves school and works for the minimum wage. This means he can only afford a small flat in a dangerous area.)
- Ask students to write an imaginary 'vicious circle' scenario, like the example above.
- **Extra support:** allow certain students to work in pairs with a supportive partner who has a high literacy level.

Extra challenge

Ask more able students: *Is prejudice a learnt behaviour? Justify your views.*

Recommended websites

www.walesonline.co.uk/news/wales-news/cardiff-schoolboys-turn-up-classes-5134447

www.mind.org.uk/information-support/legal-rights/disability-discrimination/types-of-discrimination/#.VfJ_Nct0ziU

Homework

Find out about a teenager who has suffered inequality, prejudice, discrimination or persecution. Describe their experiences in images or writing.