

PCSHE Booklet

Topic 4 – Equality and Discrimination

Name: _____

Class: _____

Teacher: _____

Year 8 Curriculum

Topic 1: Drugs and Alcohol

Alcohol and drug misuse and pressures relating to alcohol use

Topic 2: Identity and relationships

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

Topic 3: Mental Health

Influences on mental health, coping with bereavement, and digital resilience

Topic 4: Equality and Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia, and visual differences.

Home/School: Parents, Friends, Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge. Pastoral Team – Mr Hayward, Mrs Cooling, Mrs Aston, Tutor

- Action line – Expert and confidential support to young people suffering homophobic or transphobic bullying. Monday to Friday. 9am to 5pm. 0808 1000 143. <https://eachaction.org.uk/support>
- Antibullying alliance – <https://anti-bullyingalliance.org.uk>
- Bullying intervention group – <https://bullyinginterventiongroup.co.uk>
- Child Exploitation and Online Protection Centre – <https://ceop.police.uk>
- Equality of Human Rights Commission - equalityhumanrights.com
- Young Stonewall: <https://www.youngstonewall.org.uk/>
- The Proud Trust –Local Support groups: <https://www.theproudtrust.org>
- Friends and Family of Lesbians and Gays: <https://www.fflag.org.uk/>
- Anti-bullying alliance: a coalition of organisations working together to stop bullying (including that of people with learning disabilities and autism). <http://www.anti-bullyingalliance.org.uk/>
- #ImWithSam campaign: Dimensions' campaign to end autism and learning disability hate crime. <https://www.dimensions-uk.org/campaign/imwithsam/>
- **True vision** – website for reporting hate crime and hate incidents to the police www.report-it.org.uk/your_police_force
- **Childline** – Childline is a free and confidential 24-hour helpline for children and young people in the UK. Calls do not show up on mobile phone or landline bills. 0800 1111 www.childline.org.uk
- **Stop LGBT Hate Crime** – Helpline offering advice and support to victims of LGBTQ+ hate crimes 0808 801 0661
- **Tell Mama** – record Hate Crimes against Muslims, or motivated by hostility or prejudice directed at Islam. <https://tellmamauk.org>

PCSH E – Year 8 Topic 4 – Equality and Discrimination

<p>KP11: Key Terms</p> <ul style="list-style-type: none"> Bullying: Usually defined as repeated behaviour that is intended to hurt someone either physically or emotionally. Bullying can take many forms including physical assault, teasing, making threats, name-calling, spreading rumours, or writing offensive graffiti. Cyber bullying: Bullying that is conducted online via email, social networks, or messaging services or via mobile devices. Discrimination: Unfair treatment of a person or group because of negative ideas about that individual or group. Gay: An emotional, sexual and physical attraction to the same sex. This word can apply their either gender. Heterosexism: The assumption that everyone is heterosexual unless someone is 'obviously' gay or lesbian because they are 'our'. Homophobia: The resentment or fear of gay, lesbian or bisexual people. Prejudice: A judgment made about a person or group without knowing them. This is generally applied when the judgement is negative. Stereotype: The combination of emotional, sexual and physical attraction to someone of the opposite, same or either sex depending on that individual's sexual orientation. Transphobia: Resentment or fear of transgender people. Sexism: prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. Racism: prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised. Equality: the state of being equal, especially in rights, status or opportunities. Race: race includes skin colour, ethnicity and ethnic or national origins. Disability: a person has a disability if they have a mental or physical impairment, and this has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. Sexual orientation: a person's sexual preference towards persons of the same sex, the opposite sex or either sex Gender: whether a person considers themselves male or female. It can also refer to a range of identities that do not correspond to male or female. 				
	<p>KP12: The Equality Act</p> <p>The Equality Act 2010 aims to prevent discrimination or ill treatment. This act was introduced in 2010 to replace all previous equality laws. The new law was intended to help make equality law easier to understand and simpler to use. It is illegal to discriminate against anyone based on nine protected characteristics:</p> <ul style="list-style-type: none"> - Age - Disability - Gender reassignment - Marriage and civil partnership - Pregnancy and maternity - Race: can refer to colour, nationality, ethnic or national origins - Religion or belief: can refer to religious or philosophical beliefs, including a lack of belief - Sex: refers to a person's gender - Sexual orientation <p>Importance of the Equality Act:</p> <ul style="list-style-type: none"> • The Act makes it law that every private, public and voluntary organisation must not discriminate against their employees or the people that use their services because of their characteristics. • The Equalities Act has a huge impact on sentencing in courts. • It is used to help vulnerable groups feel safe. • It is used to help convince people to report crimes and know that the police must take them seriously. • The Equality Act 2010 allows Positive Action so that public bodies (such as schools) can provide additional benefits to some groups to help tackle disadvantage. <p>How to end discrimination?</p> <ul style="list-style-type: none"> - Education: Educating students about the problems raises awareness - Rallies: Public displays of support to show how many people are trying to fight discrimination - Law: Anti-discrimination laws have been passed to help those at risk - Charities: They do excellent work all over the world to help those effected. - Religion: They teach us that everyone is equal, made in God's image. They need to work together to continue spreading the message - Defend: If you see someone discriminating against someone else, speak up, explain how their actions are wrong. 			
				<p>KP13: Further Support:</p> <ul style="list-style-type: none"> - Action line – Expert and confidential support to young people suffering homophobic or transphobic bullying. Monday to Friday. 9am to 5pm. 0808 1000 143. https://eachaction.org.uk/support - Antbullying alliance – https://anti-bullyingalliance.org.uk - Bullying intervention group – https://bullyinginterventiongroup.co.uk - Child Exploitation and Online Protection Centre – https://ceop.police.uk - Equality of Human Rights Commission - equalityhumanrights.com - Young Stonewall: https://www.youngstonewall.org.uk/ - The Proud Trust –Local Support groups: https://www.theproudstust.org - Friends and Family of Lesbians and Gays: https://www.fflag.org.uk/ - Anti-bullying alliance: a coalition of organisations working together to stop bullying (including that of people with learning disabilities and autism) and create safer environments in which young people can live, grow, play & learn. http://www.anti-bullyingalliance.org.uk/ - #ImWithSam campaign: Dimensions' campaign to end autism and learning disability hate crime. https://www.dimensions-uk.org/campaign/imwithsam/ - True vision – website for reporting hate crime and hate incidents to the police www.report-it.org.uk/your-police-force - Childline – Childline is a free and confidential 24-hour helpline for children and young people in the UK. Calls do not show up on mobile phone or landline bills. 0800 1111 - www.childline.org.uk - Stop LGBT Hate Crime – Helpline offering advice and support to victims of LGBTQ+ hate crimes 0808 801 0661 - Tell Mama – record Hate Crimes against Muslims, or motivated by hostility or prejudice directed at Islam. https://tellmamauk.org

Knowledge Organiser

Low Stake Quiz

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Sliding Scale – Lesson 1

Social Injustice and Social Inequality

Sliding Scales

I am able to outline what social justice and social inequality means.



I can explain how the government tries to challenge inequality



I can explain how I can challenge inequality.



Key words: equality, social justice, inequality, activism

“In a society we are all equal”

Do you agree or disagree with this? Why/Why not?

Extension: List any ways in which people may be unequal in society

**Task 1: Write down this definition
in your booklet**

Social inequality-

Task 3: Working with your partner, decide whether the following statements are true or false.

		True/False	Comments
1	The UK is the fifth most unequal country in Europe		
2	More than 1/8 of the population of the UK live below the poverty line after housing costs are taken into account.		
3	In 2020, the pay gap in the UK between men and women for full time workers was 7.4%.		
4	There is a gap of almost 19 years in life expectancy (how long you are expected to live for) between the richest and poorest areas in England.		
5	By 2021, the richest 10% of people in the UK received 50% more income than the poorest 40%		
6	10% of ethnic minorities were likely to live in poverty compared to 17.2% of white people.		
7	Around 70% of working age disabled people in the UK were employed in 2020 compared to 80% of non-disabled people.		
8	After housing costs, the proportion of working age disabled people living in poverty (27%) is higher than the proportion of working age non-disabled people (19%).		

What can you do about social inequality?

Task 4: In pairs or small groups mind map the ways that you think we can challenge social inequality.

Challenging
Social Inequality

Why fight inequality?

Task 5: Thinking back to the video about Marcus Rashford. Why did he challenge inequality?

Marcus Rashford challenged inequality because...

This led to a positive change because...

Task 6: Why might other people challenge inequality?

Other people might challenge inequality because...

Low Stake Quiz

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Sliding Scale – Lesson 2

The Equality Act

Sliding Scales

I explain what equality means and why it is important.

Not confident



Confident

I can explain how the Equality Act 2010 can be applied in different cases.

Not confident



Confident

Key words: equality, law, protected characteristics, discrimination

Task 1: Read the timeline in your booklet. Imagine that you have travelled back in time to live in an era between 1562 and 1960. Circle the point in time where you would ‘most’ rather live.



Britain began its slave trade in Africa.



1562:

Most poor children never went to school and grew up unable to read or write. Instead they were forced to work for very long hours with little breaks.



Pre-1870:

During Queen Victoria's reign many poorer women had to look after the home, husband, children and work but were barred from all well-paid jobs.



1837-1901:

There was a death penalty for homosexuality! This was removed but male homosexuality remained illegal and gay men were imprisoned.



Pre-1861:

1913:

The Mental Deficiency Act legalised the detention of mentally ill individuals and categorised them as idiots, imbeciles, feeble minded and moral defectives.



Pre-1918:

1960's:

Women did not have the right to vote! Women who campaigned for the right to vote and were arrested, refused to eat and went on a hunger strike!

It was not uncommon to see signs in Britain saying, "No blacks, no Irish, no dogs".



Task 2: Explain why you would choose that time. What would be like then and how would it compare to life today?

Task 3: Read the four case studies in your booklet and answer the following questions:

1. Is this unlawful discrimination under the Equality Act of 2010?
2. What protected characteristic is the discrimination against?
3. What action could the person take?

Equality Act 2010 Case studies

Case study 1

"I use a wheelchair to get around and I'm finding it very hard to get a place at my local college. I want to study science and the labs are on the first floor. The college hasn't got a lift and they say they can't afford to have one put in just for me so I must go somewhere else. Travelling any distance is really difficult and expensive so I don't want to go to another college."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 2

"I was refused an apprenticeship at a local hairdresser's because I wear the hijab and they say that all staff must wear their hair in trendy styles to impress the customers. I'm not prepared to do this as it is against my beliefs."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 3

"I am at college and I'm pregnant. I am required to attend parenting classes at the same time as my science GCSE classes. Both classes are really important and it seems unfair that I can't attend them both."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 4

"At the moment I am undergoing gender reassignment. The school has been informed that I am undergoing reassignment but does not seem to be willing to accept this, so won't change my registration details and keeps referring to me by my birth name rather than my new name."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Why do some people discriminate?

Task 4: In groups or pairs make a list of at least three reasons why some people display discriminatory behaviour?



**Why
discriminate?**

Good old days

Every Christmas Amy's Grandma says:

"Oh Amy, things aren't as good as they used to be! I think the country is going so downhill, it is going to the dogs! It does worry me!"

Task 5: Give Amy three points that she could make to her grandma to reassure her that our country is fairer than it has ever been.

Think about the developments in equality and the way that people are treated more fairly today, than they ever have been before.

Low Stake Quiz

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Sliding Scale – Lesson 3

Disability Discrimination

Sliding Scales

I am able to recognise disablist language and bullying.

Not confident

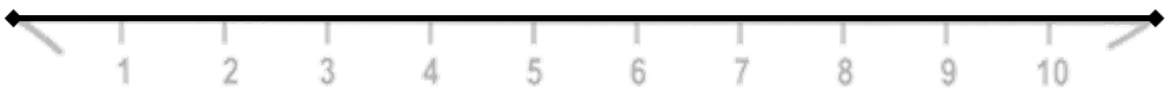
Confident



I am able to describe ways of challenging disablist language and bullying, discrimination and prejudice.

Not confident

Confident



I can identify and evaluate steps that have been taken or could be take in law and communities to change attitudes and support people with learning disabilities and autism.

Not confident

Confident

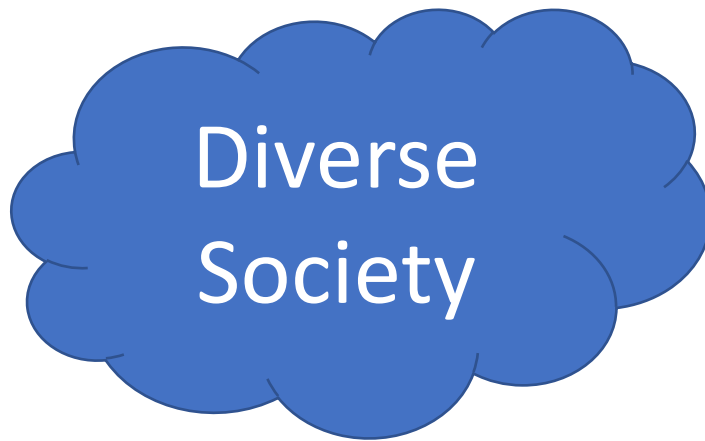


Key words: diversity, inclusion, equality, learning disability, autism, neurodiversity disablist; stereotype.

Task 1: Create a mind map for the words 'Diverse society'.

Consider:

1. What does the phrase mean?
2. Who is included?
3. What examples can you give?



Task 2: Fact or myth? In pairs, sort the Fact or Myth cards into three piles: 'Myth', 'Fact' and 'Not sure'.

A learning disability usually develops before or at birth.	People from all nationalities, cultural, social and racial backgrounds can be affected by learning disabilities and autism.	You can always tell if someone has a learning disability by the way they look and behave.
People with learning disabilities and autism think about and experience the world in different ways, and behave differently.	Autism affects about 1 in 100 people in the UK.	Autism affects more males than females.
People with learning disabilities have always been treated equally in society	Everyone with autism is affected in the same way	Autism is an illness that can be cured.
We still don't know for sure what causes autism.	People with disabilities and autism have the same human rights as everyone else in society	Many adults with learning disabilities have experienced hate crime.

Task 3: Read, 'A Day in Sam's Life' –an adult with an unspecified learning disability.

Sam is someone they might see every day in their street, on a bus, in a shop.

1. Make a list of the feelings Sam might be experiencing at the different times in the day, and what might have made Sam feel this way.
2. Why do people speak to and treat Sam in the way they do?
3. What effects could the words 'weirdo' and 'retard' have on Sam?
4. Why do people use these sorts of words to describe Sam?
5. On what do people base their opinion of Sam?
6. Who showed Sam understanding and acceptance? How might these people have made Sam feel?
7. What stereotypes of people with learning disabilities are shown in the story?
8. Is there anything about Sam's day which surprises you, or that you didn't expect? Why?

08:00	Sam leaves the house in the morning to catch the bus to work. Walking down the street to the bus stop, Sam counts the houses and checks the colours of all the front doors to make sure that everything is the same as yesterday.
08:10	Sam waits at the bus stop for the #34 bus. Three buses arrive before the 34, and as they pull in Sam says their numbers and destinations out loud. Two teenagers in school uniform stare at Sam and start to laugh.
08:15	The bus arrives and Sam gets on it. "Hello Sam, how are you today?" asks the driver. Sam replies, "I'm fine thank you." The bus is busy. Sam doesn't like sitting next to strangers but takes a deep breath and sits in the last empty seat next to a man. "I am going to work," Sam says, but the man just turns away and looks out of the window. The man gets off at the next stop, but although there are still people standing up, no-one sits down next to Sam.
08:30	After a few miles there are some roadworks with one-way traffic signals. This delays the bus, which means Sam won't arrive at work at the usual time. "We're going to be late," he says to the woman standing up next to him. "Just ignore the weirdo," the woman says to her child.
12:30	Sam has made sandwiches for lunch, but walks to the supermarket close by. Sam walks around all the aisles but doesn't see anything else to buy. As Sam leaves the supermarket the security guard demands to see what is in Sam's bag. Sam doesn't want to open the bag but the security guard forces it open. Inside are the sandwiches Sam brought from home, a book and Sam's phone. The security guard says, "If you bring that bag in here again I'll have you for shoplifting."
14:30	Sam finishes work in the afternoon, and goes to catch the bus home. "The bus might be late because of the road works," Sam says to a lady with a pram. "That's ok," she says, "I'm not in a rush." There are plenty of empty seats on the bus so Sam doesn't have to sit next to anyone. The lady with the pram smiles at Sam as she gets on.
15:00	The bus drops Sam off in town. The teenagers from the morning are at the bus stop again. As Sam gets off the bus one of them shouts, "Retard." People have said that word to Sam before.
15:05	Walking back down the street to home, Sam thinks about the friend who is coming over later for a film night. Sam remembers that it is the friend's turn to choose the film this time. Sam's sister is waiting outside the house with her baby boy. She hands the baby

Low Stake Quiz

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Sliding Scale – Lesson 4

LGBTQ+ Prejudice and Discrimination

Sliding Scales

I can define casual homophobia and identify examples of it.

Not confident

Confident



I can define homophobic bullying, harassment and hate crimes and identify examples of them.

Not confident

Confident



I can explain the impact of homophobia.

Not confident

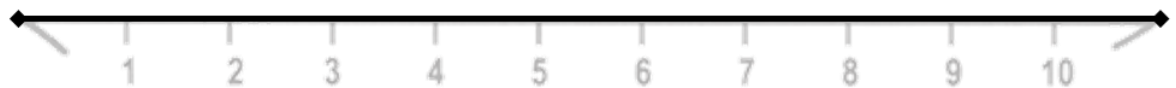
Confident



I can explain how we can challenge homophobia in its different forms.

Not confident

Confident



Key words: homophobia, bullying, harassment, LGBTQ+, protected characteristics, HBT language

Task: Match the key word to the definition.

Key words		Definition
Discrimination		The acronym referring to all gender identities, expressions, sexual orientations and variations in sex characteristics that are not cisgender or heterosexual, or don't fit within male/female biological binaries.
LGBTQ+		Dislike or hostility based on preconceived and unfounded opinions.
Prejudice		An umbrella term for the prejudice and discrimination against people who identify as or are perceived to be LGBTQ+. Also more specifically refers to the prejudice and discrimination against people who are attracted to people of the same sex or gender. It is typically based on irrational hatred, intolerance and fear of people who identify as LGBTQ+.
Homophobia		The unfair or prejudicial treatment of people and groups based on protected characteristics.

Task 2: Read each statement carefully and decide whether it is an instance of homophobia or not, give a reason and a suggestion as to how they might behave more respectfully.

Statement	Homophobia? (/ or X)	Justification	If it is an example of homophobia, how might the individual act more respectfully?
Asking someone if they are sure about their LGBTQ+ identity.			
Refusing to get changed in front of someone because they are rumoured to be gay/bisexual			
A homosexual female referring to herself as 'gay' to her friends			
Saying, "That's so gay!" about something that is perceived to be lame or uncool.			
Saying that bisexual people are "greedy" or that they "can't make up their minds".			
Accidentally referring to someone as "she" who uses "they/them" pronouns and apologising.			
Asking a lesbian, "How do you have sex?".			
Saying to someone who identifies as lesbian, gay, bisexual or asexual, "You just haven't met the right person yet."			
Asking a bisexual person, "If you haven't been with male <i>and</i> female partners, then how do you know?"			
Asking someone in private what their sexual orientation is, but not pressurising them into answering.			
Saying, "She's transgender, but she's so pretty – you can't even tell!" when talking about a transgender woman.			
Saying to a homosexual person, "But you don't <i>seem</i> gay!"			

Task 3: Look at one of the scenarios and answer the following questions:

- How do you think the situation made them feel? How would you feel if this happened to you because of a part of your identity (e.g. where you are from, how you look)?
- If you saw this happen to someone, how could you show your support for them? If this happened to your friend, what advice might you give them?
- Can you think of anything that we can do to stop this kind of thing happening in future?

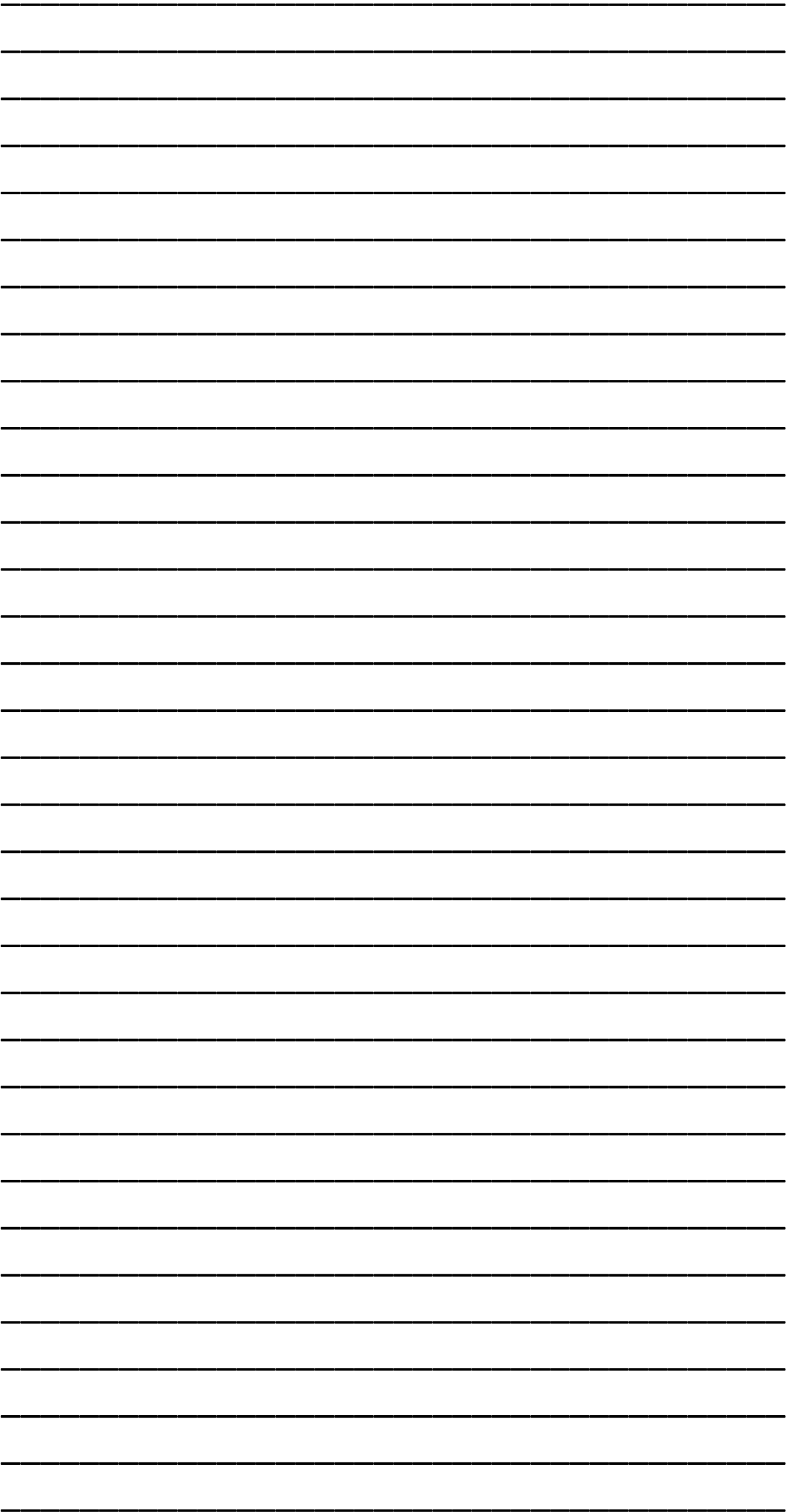
Amy has been thinking that she might be interested in people of the same gender, and is building herself up to tell her friend, Adam. However, the next day at school she finds Adam watching a video of a person explaining why 'God doesn't like gay people', saying that they are 'unnatural'. Amy didn't think that Adam held these kinds of views; she feels upset and is now reluctant to talk to him about her own sexual orientation.

Aran and Nick have become close. Yesterday when they were walking home from school, Aran asked if he could kiss Nick on the cheek. Nick said yes and then asked if he could kiss Aran on the lips, to which he also said yes. They kissed and then smiled and said bye to each other. Aran had butterflies the whole evening. On the following day, he walks up to his friends before school starts, but they go silent when he says hello. One of them says, "No queers allowed in this group!" and they all laugh and walk off.

Mark takes the bus everyday to school. Recently, he has heard people from the back of the bus shouting, "gay" and "homo" at him, and yesterday one of them threatened him as they were getting off, saying that if he took the bus again, they would beat him up. Mark feels scared and worried.

Ese has come out as non-binary to some of their friends at school. They have also decided to make their gender expression more neutral, by cutting their hair shorter and wearing more androgynous clothing. Ese's gender identity is something that they don't mind other people knowing about; they are proud to be themselves. However, they have noticed that their books and belongings have been going missing recently; they even found their pencil case in the bin the other day.

Amelia and Kiren are in a relationship and are walking down the street holding hands, when they hear a group of people shout 'lesbo' repeatedly. They try to ignore them but soon hear them shouting at them to kiss, saying that it's 'sexy'. They try to ignore them again but hear them running quickly towards them. Amelia and Kiren run too and eventually lose them, but feel scared to walk down the street holding hands now.



Task: Complete the gap fill task guessing the percentages.

- _____ of LGBT people said they've experienced depression in the last year.
- Almost one in _____ LGBT people have witnessed discriminatory or negative remarks against LGBT people by healthcare staff.
- _____ of LGBT staff have hidden that they are LGBT at work for fear of discrimination.
- Almost one in _____ LGBT people who were looking for work said they were discriminated against because of their identity while trying to get a job.
- _____ of black, Asian and minority ethnic LGBT people have experienced discrimination or poor treatment from others in their local LGBT community because of their ethnicity.
- Almost one in _____ LGBT people have experienced homelessness at some point in their lives.
- Only _____ of lesbian, gay and bi people and 47% of trans people feel able to be open about their sexual orientation or gender identity to everyone in their family.

Low Stake Quiz

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Sliding Scale – Lesson 5

Gender Stereotypes

Sliding Scales

I can describe traditional gender roles and how gender roles have changed over time.



I can give examples of expectations and peer pressure some people experience relating to gender roles.



I can explain how anyone's body image might be affected by gender stereotyping.



I can evaluate the effects of gender stereotyping and explain why it is unacceptable.



Key words: gender stereotyping, peer pressure, peer influence, bullying

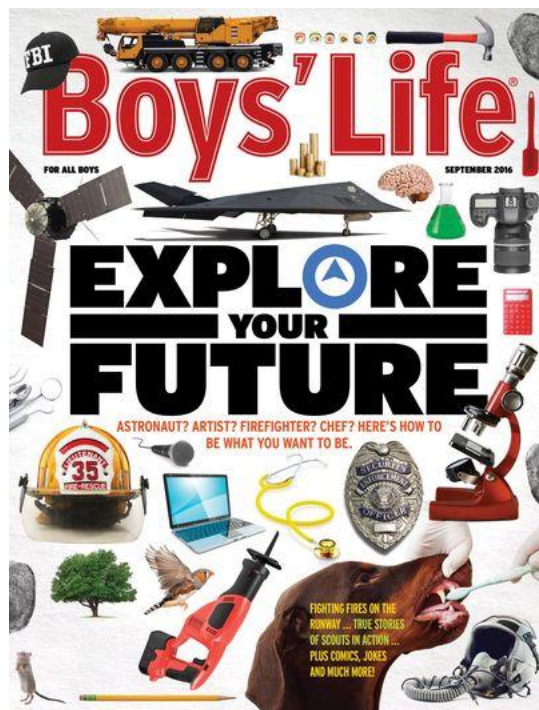
Task: Look at the four magazine covers. Work in pairs to annotate the following:

1. Gender stereotypes are being perpetuated.
2. Pressure being put on the reader to behave a certain way.
3. Pressure being put on the reader to behave in a certain way.



Task: Look at the four magazine covers. Work in pairs to annotate the following:

1. Gender stereotypes are being perpetuated.
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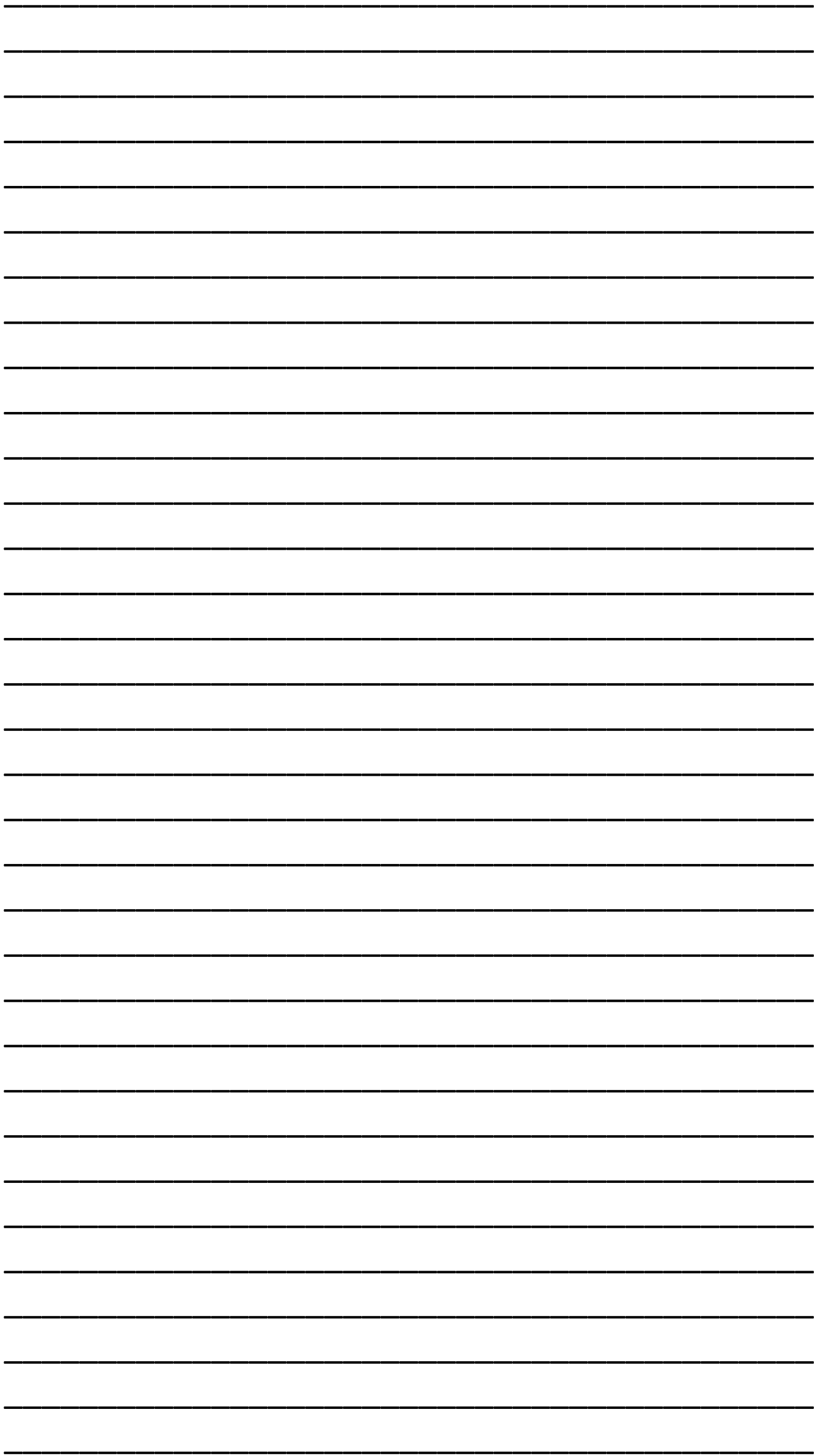
Challenging stereotypes

Task: What words or phrases do you think of when you hear 'man' and 'woman'?

Man	Woman

Task: Write a letter to a magazine editor explaining what changes they should make to the front covers of their magazine. Include the following:

- What gender stereotyping is.
- The impact of gender stereotyping on individuals and society
- The concerns raised by the magazine's current front cover
- Alternative suggestions for cover stories and images
- The benefits of tackling stereotypes.



Low Stake Quiz

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Sliding Scale – Lesson 6

Racism

Sliding Scales

I am able to define racism.



I am able to explain the complex history of racism.



I am able to describe different incidences of racism.



I am able to explain how to challenge racism and report hate crimes.



Key words: Racism, hate crime, skin colour, religion, nationality, culture, history, pyramid of hate.

Task 1: In your booklet try to answer the following questions.

1. What is race?
2. What is racism?
3. How might an individual be treated if someone was going to be racist towards them?
4. What characteristics or traits would they pick on if they were going to be racist?

Task: Read the information on the next page to complete the timeline showing the history of Racism.

The History of Racism: Timeline

Before 1500	1500 – 1900	1900 – 1945	1945 – 2000	Present - 2000

Genocide:

Rwanda: 1993-1994: Rwanda was made up of three ethnic groups – one ethnic group blamed the other for the country's increasing problems. In 1994, after the President of Rwanda was killed, Hutu (one ethnic group) extremists planned to destroy the Tutsi population (an ethnic group). It is estimated that 800,000 people were killed in the Rwandan genocide.

Bosnian War: 1992-1995: War broke out between the Muslim Bosniak, Serb and Croat groups in Bosnia-Herzegovina after they disagreed about how the country was run. Ethnic cleansing was common in the Bosnian War. This is the forced removal of an ethnic group from an area. At least 100,000 people were killed and over two million displaced in the Bosnian War.

The Holocaust: 1933-1945: Hitler and the Nazi Party came to power in Germany in 1933. They believed that the Aryan race was superior to others – an Aryan was anyone who was not European and not Jewish, Romany or Slavic. Anyone who was not Aryan was persecuted and murdered by the Nazis during World War Two. The largest group of victims were Jewish people – nearly seven out of every ten Jews living in Europe were murdered.

South Africa

Boer War and the Beginnings of Apartheid: 1500-1900: South Africa was colonised by the English and the Dutch in the seventeenth century. The Dutch and the English argued over who should own the land and this caused the second Boer War. After the Boer War, South Africa gained independence from England. The new government, invented apartheid to gain full control over the country. Initially the aim of the apartheid was to maintain white domination in the country and to start racial separation.

Apartheid: 1948-2000: Apartheid as an official policy was introduced after 1948. New laws categorised the population into four groups – 'native', 'white', 'coloured' and 'Asian'. The government segregated (separated) education, medical care, beaches and other public services. Services for black people were much worse than those for white people. Opposition to Apartheid started in the 1950s but many of the people who opposed it were put in prison.

Nelson Mandela: 1945-2000: Nelson Mandela was one of the main activists against Apartheid in South Africa. He was jailed for 27 years for his part in the opposition. He was later released and started talks to hold multi-racial democratic elections for the first time in South Africa. Mandela won the vast majority of the votes and became the President of South Africa in 1994.

Islamophobia

Islamophobia of the past: 1500-1900: Islamophobia that exists has come from the crusades. Between 1610 and 1614 Spain's king began efforts to try and rid the country of Muslims. Spanish Muslims were often deported to North Africa. Between the 17th and 19th centuries many people in the Europe started to develop a negative opinion of Islam and Muslims.

Islamophobia 9/11 and 7/7: 2001-2011: The terrorist attacks in New York on 11th September 2001 and in London on 7th July 2005 were carried out by a Muslim-extremist group called Al-Qaeda. These events led to a sharp rise in Islamophobia across the West, with many blaming the whole of the Muslim population for the actions of a few extremists. Anti-Muslim sentiments were increased by reports from the media.

Current Islamophobia: 2011-present: In March 2009 the English Defence League (EDL) was formed in Luton. This is a group which opposes the spread of Islam in the UK and organises street protests in cities around the country. In September 2010 the burqa, an outer garment worn by some Muslim women to cover their bodies in public, was banned in France. In 2011, Anders Behring Breivik killed 77 people in Norway in order to promote his manifesto. In his manifesto he claims that Islam is the enemy, expresses support for the English Defence League and seeks to create a 'European Al-Qaeda'.

The Slave Trade

Africa before the slave trade: before 1500: In the years leading up to the 1500s Africa had many great civilisations with international trading networks with India and China. In the 14th century, the West African empire of Mali, which was larger than Western Europe, was reputed to be one of the biggest, richest and most powerful states in the world. Africans had established their own economic and political systems and their own cultures, technologies and philosophies which contributed greatly to human knowledge.

The Transatlantic Slave Trade: 1500-1900: The Transatlantic Slave Trade took place from the 16th to the 19th centuries. Most slaves were Africans from West and Central Africa who were sold by other Africans to European slave traders. The Slaves were taken to North and South America to labour in coffee, tobacco, cotton, cocoa and sugar plantations, in construction and to work as house servants. 1.2 – 2.4 million Africans died during the journey and more died soon upon their arrival.

Abolition of Slavery: 1500-1900: Many slaves fought against their treatment and worked to influence change. Nanny of the Maroons was enslaved in Jamaica. She and her brothers escaped and hid in the Blue Mountains, setting up communities and freeing over 800 slaves in 30 years. The British campaign to abolish the slave trade is thought to have begun in the 1780s. The Slave Trade Act was passed in 1807 which outlawed the slave trade throughout the British Empire and the Slavery Abolition Act was passed in 1833 which outlawed slavery itself.

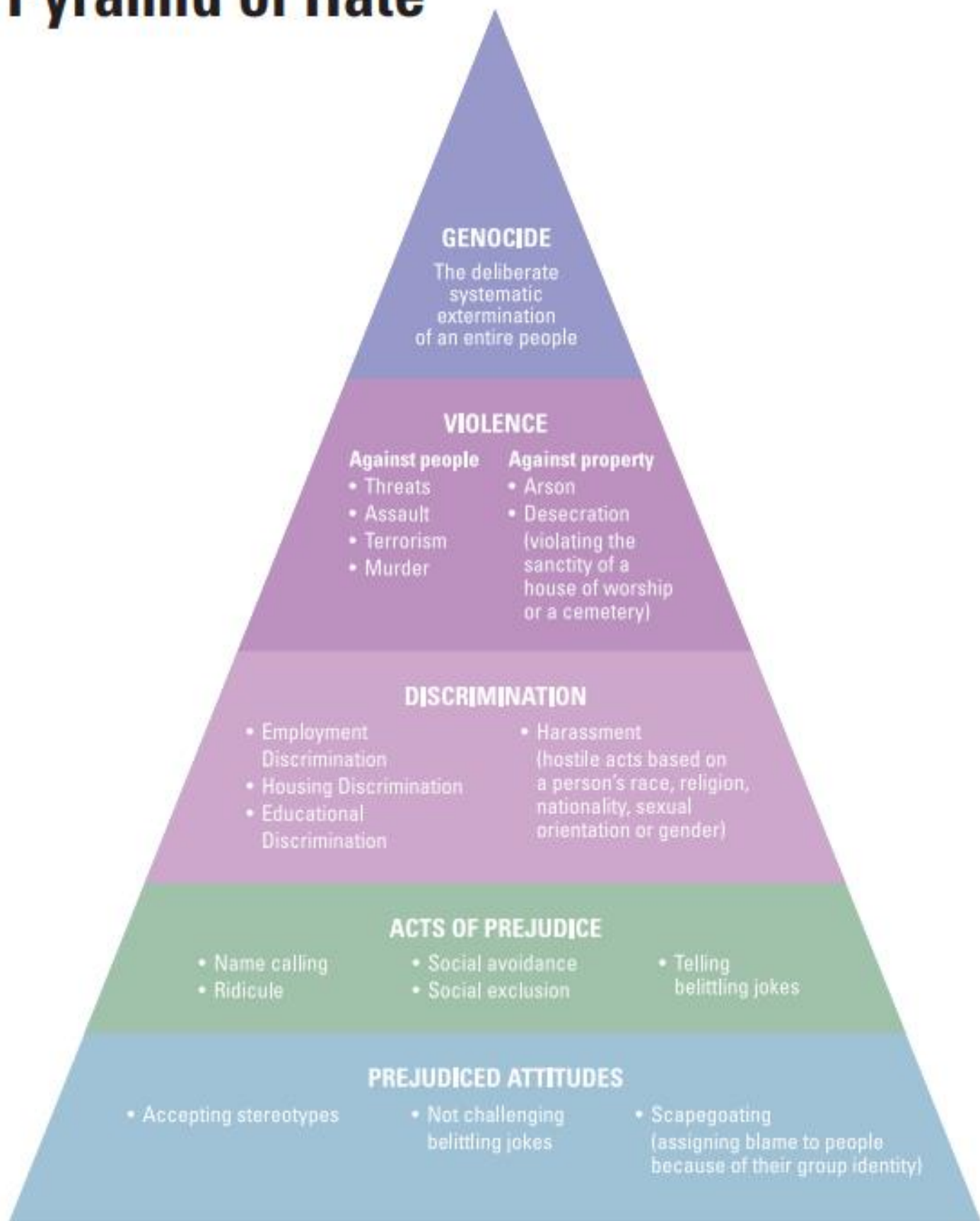
America

The Creation of Jim Crow: 1876-1955: Jim Crow Laws were a set of laws in the United States created in 1876 after the abolition of slavery. The laws segregated everything in the Southern states of America so there were separate schools, transport, restaurants and shops for black and white people and the facilities for black people were much worse. When black people tried to fight against this injustice, it was often met with murder, lynching or riots.

The America Civil Rights Movement: 1955-1963: The Jim Crow laws meant that black people had to sit at the back of the bus and white people at the front. In 1955 Rosa Parks, who was heavily involved in fighting for civil rights, refused to give up her seat on the bus in Montgomery, Alabama for a white person. She was arrested and put in jail. Rosa's gesture provided a spark and, thanks to inspiring speeches by the local Reverend Martin Luther King, inspired over 50,000 black people in Montgomery to boycott the buses for 381 days until the city was forced to change the law.

The end of Jim Crow: 1963-2000: In 1963 civil rights groups organised the March on Washington, which was attended by over 200,000 people and provided the platform for Martin Luther King's "I have a dream speech". The government was forced to act and the Civil Rights Act of 1964 and Voting Rights Act of 1965 formally ended the system of Jim Crow and banned segregation and discrimination. Despite the ban, there was a lot of resistance to the act and black people still faced a great deal of discrimination and inequality. New groups such as the Black Power movement emerged to continue the battle for full civil rights.

Pyramid of Hate



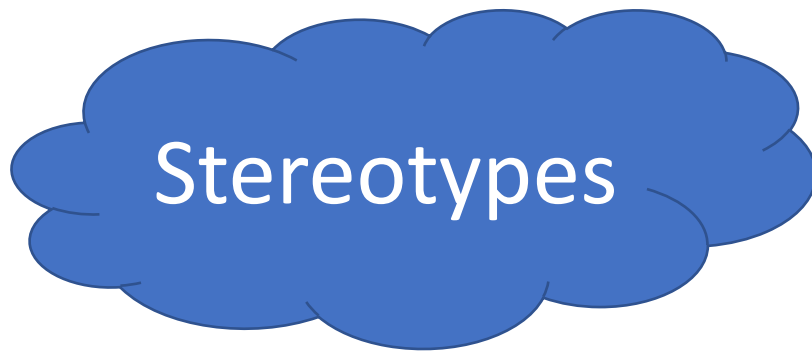
Task: Discuss the following questions with your partner.

1. What factors can cause hate to escalate?
2. Is the escalation clear?
3. Can any of the sections of the pyramid happen in isolation?
4. How can an individual stop the escalation? How can communities stop the escalation?
5. Looking at the pyramid, where are the points that young people could effectively challenge some of the behaviours?

Task 1: Complete the following mindmap in your booklet to demonstrate what you already know about stereotypes.

What is a stereotype?

Are all stereotypes negative?

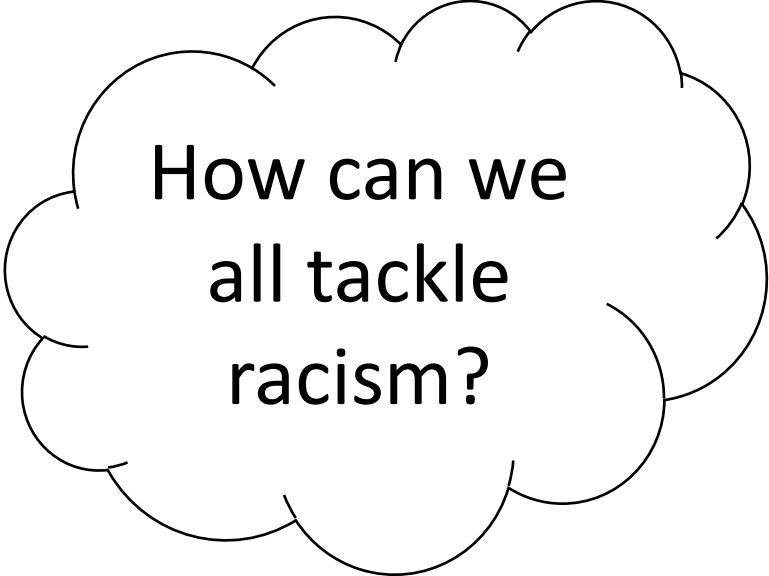


How might stereotypical views make people feel?

A stereotype is...

Tacking Racism

Task: Working with your partner, discuss and write down how we can tackle racism.



How can we
all tackle
racism?

Low Stake Quiz

1.

2.

3.

4.

5.

6.

7.

8.

Sliding Scale – Lesson 7

Challenging Stereotypes of Visible Differences

I can explain what a stereotype is and identify some examples.



I can describe how negative stereotypes of visible difference are often used in film and on TV.



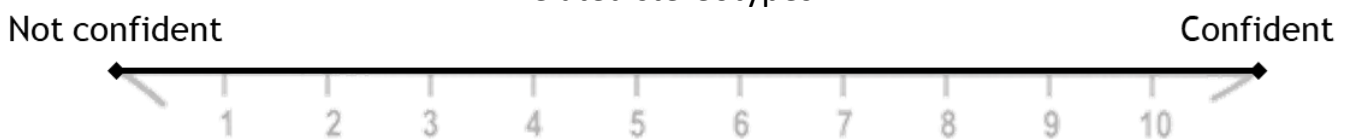
I can explain the impact that stereotypical depictions of visible difference can have on people who look different.



I can identify the effect that stereotypical depictions of visible difference can have on the way that society views people who look different and behaves towards them.



I can suggest alternative ways to represent 'bad' characters without using appearance-related stereotypes.



Key words: Visible Differences, villains, stereotypes, Craniofacial conditions, cleft lip and/or palate, vitiligo

Task: Write a list of film or TV characters who have a scar, mark or condition that affects their appearance. Sort them into the table below to show if that character is a 'good' character or a 'bad' character.

'Good' characters	'Bad' characters

Task: Discuss the following questions with your partner.

1. Have you ever noticed before how many villains have a visible difference? Why/why not?

2. What impact do you think this has on how society sees people with a visible difference in real life?

3. What impact do you think this has on how society sees people with a visible difference in real life?

4. How do you think stereotypes might affect how people behave towards someone who looks different?

5. How do you think someone who looks different might feel when they see a villain with a visible difference in a TV programme or a film?

Task: Write a list of “do’s” and “do not’s” for the directors/script writers, to help them avoid using appearance-related stereotypes to show who is the villain.

Do’s	Do not’s

Extra Paper:

Lined writing area with horizontal lines.

