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EMBEDDING EQUAL OPPORTUNITIES IN THE CURRICULUM

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EQUAL OPPORTUNITIES IN THE CURRICULUM

Rights and Responsibilities	Curriculum of Inclusion	Inclusive Learning	Responding To Diversity
Discrimination, Harassment and Bullying	Celebrating the diversity of achievement	Learning Support	Needs and interests of communities
Respecting Diversity	Beyond Europe – Encompassing World knowledge in Teaching & Learning	Learner Support	Skills and Knowledge for Work in the Multicultural World
Legal Compliance Ofsted Inspection		Differentiation of Teaching and Learning	Citizenship

EQUAL OPPORTUNITIES IN THE VOCATIONAL CURRICULUM

WHAT IS THE EQUAL OPPORTUNITIES CURRICULUM?

Depending on the nature of the subject and the learners, it includes some or all of the following ingredients:

- Inclusive teaching which takes account of the diverse learning needs, styles and preferences of learners.

- Responsive teaching which aims to manage the learning experience in a way which empowers and validates the diverse perspectives of learners.

- Anti-discriminatory teaching which teaches learners about their rights and responsibilities to each other in the classroom, the workplace and the wider society.

- Attitudinal teaching which fosters understanding of how stereotyped attitudes and prejudiced thinking damage relationships, hinder communication and are therefore bad for education and bad for business.

- Diversity teaching which acknowledges and celebrates the contributions of men and women of all backgrounds, ages, cultures, religions to human progress in all fields.

ESSENTIAL CRITERIA FOR EMBEDDING EQUAL OPPORTUNITIES IN TEACHING AND LEARNING

1. **Planning and Managing the Equal Opportunities Curriculum** (including timetabling, marketing, guidance, identifying additional support resources, and choosing appropriate qualification aims).

2. **Managing the Equal Opportunities Learning Environment** (including physical access, accessible resources & materials, and appropriate learner behaviour and relationships).

3. **Meeting Individual Learner Needs** (Curriculum Process) (including differentiation of resources and teaching methods, and responsiveness to learners ' cultural and stylistic preferences).

4. **Teaching Equal Opportunities Topics** (Curriculum Content) (including vocational and personal development aspects, legal, workplace, societal, cultural, religious and political issues).

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5. **Evaluating and Reflecting on Equal Opportunities Practice** (including analysis and interpretation of learner performance data, formal and informal feedback from learners, colleagues, employers, quality managers, consultants, inspectors and funders).

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Additional Notes

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TEACHING EQUAL OPPORTUNITIES IN FE SOME BASIC PRINCIPLES

1. **Establish and Maintain Ground Rules**

   - No harassment or discrimination

   - Criticise opinions, not the people who hold them

   - Freedom of opinion, not freedom of speech

2. **Link to the Here and Now**

   - Relate issues to College and classroom

   - Link issues to learners experiences

   - Link issues to vocational contexts

3. **Challenge Prejudices and Stereotypes**

   - Always respond in some way

   - Make your point of view clear

   - Don't try to win arguments

   - Give permission to make mistakes (you too!)

4. **Acknowledge the Affective Domain**

   - Equal opportunities issues generate strong feelings

   - Experiences of unfairness are hurtful and humiliating

   - Humour is often a defence

   - Acknowledge feelings, encourage empathy

EQUAL OPPORTUNITIES CURRICULUM AUDIT

"Please identity, with reference to your Schemes of work and/or lesson plans, where learners on each of your programmes gain the following competences".

1. **An understanding of the basic concepts of equal opportunities** - attitudes, prejudices, and stereotypes - and their effect on communication and relationships.

2. **A basic knowledge of the legal framework of equal opportunities**, including the rights and responsibilities of employers and employees in respect of discrimination and harassment.

3. **An awareness and appreciation of diversity,** including reference to race, culture, religion, gender, age, disability and sexuality, and the importance of working positively with colleagues, customers and clients of diverse backgrounds.

RACE AND CULTURE QUIZ

1. A shalwar Kameez is a type of:

   a) South American bread
   b) Asian women's clothing
   c) African music
   d) Asian sport

2. Which language is spoken by the majority of people living in Hong Kong?

3. The Muslim festival of Eid-El-Adha follows a period of fasting called:

   a) Ramayana
   b) Ramadan
   c) Lent
   d) Eid-fast

4. Who was Guru Nanak?

5. From what two present-day countries does the Punjabi language originate?

   a) India & Bangladesh
   b) Pakistan & Kashmir
   c) India & Pakistan
   d) Gujerat & Pakistan

6. Why does Easter move dates each year?

7. What percentage of the world's population was in the Commonwealth at the beginning of the 21st century?

   a) 98%
   b) 20%
   c) 15%
   d) 70%

8. Under which piece of legislation are local authorities obliged to provide sites for Travellers?

   a) Race Relations Act 1976
   b) Human Rights Act 1998
   c) Caravan Sites Act 1968
   d) There is no obligation

9.	Where is Britain's oldest mosque?

- a) Perth
- b) Glasgow
- c) Birmingham
- d) Woking

10.	Who was Britain's first black TV newsreader in 1973?

- a) Moira Stewart
- b) Trevor McDonald
- c) Zeinab Badawi
- d) Shereen Nanjiani

11.	Where in Britain do 'ethnic minorities' make up almost half of the school children?

- a) Birmingham
- b) Brixton
- c) Leicester
- d) Bradford

12.	Which of the following animals does not appear in the Chinese zodiac?

- a) Lion
- b) Rat
- c) Horse
- d) Snake

EQUAL OPPORTUNITIES IN CURRICULUM CONTENT

10

CREATIVE COMPONENT/COMPETENCE

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10

TECHNICAL COMPONENT/COMPETENCE
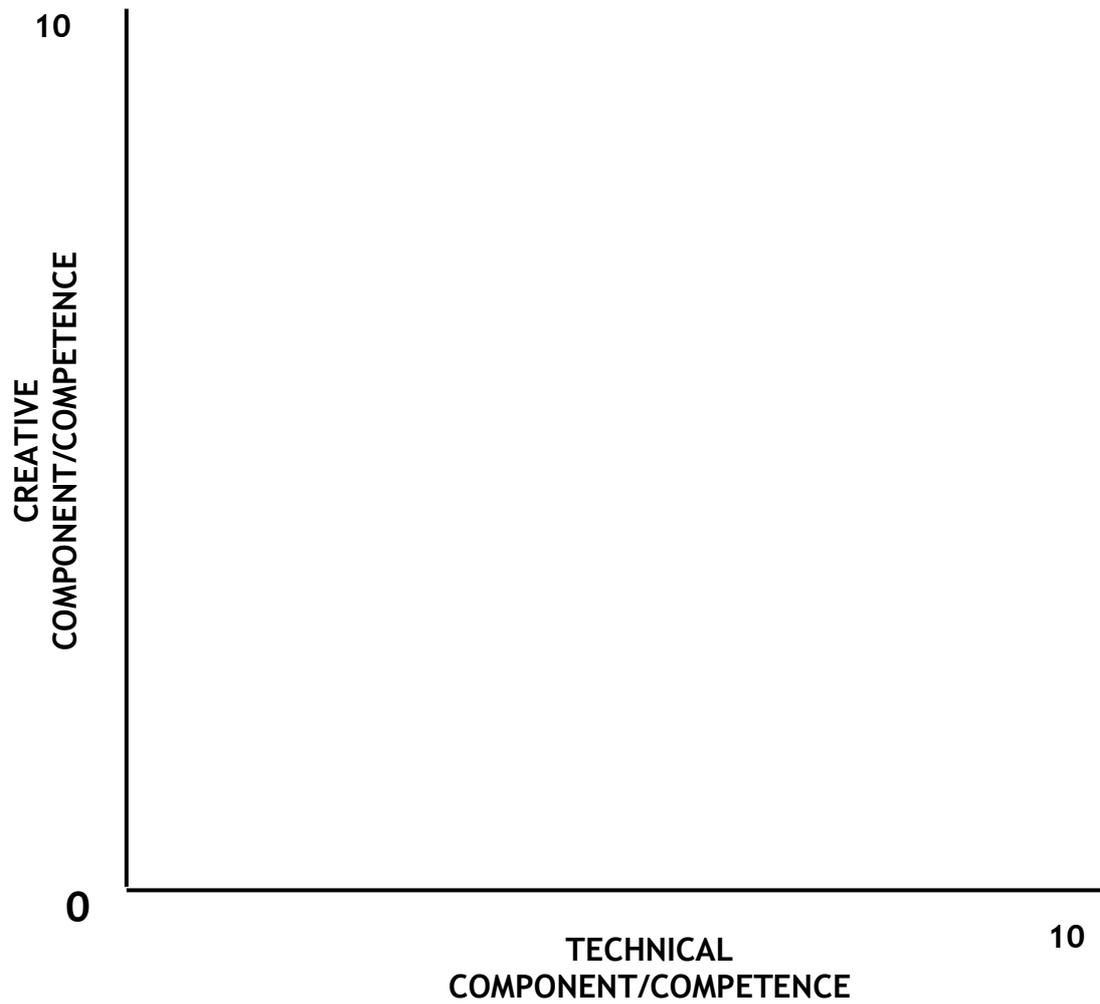
EQUAL OPPORTUNITIES
INDUCTION SESSION LESSON PLAN

(1)   Understand the concepts of personal prejudice and stereotyping

(2)   Understand the concept of discrimination

(3)   Be aware of the College Equal Opportunities Policy and services available

(4)   Know what steps can be taken to challenge possible discrimination

Time	Content	Method	Resources
0 – 5 mins	Introduce myself and learning outcomes	Talk	Whiteboard, Blackboard or Flipchart
5 – 20 mins	Reflection on our everyday experience of prejudice and stereotyping	Learner pair work exercise with handout Group discussion	**Handouts** "Getting to know you" "Diversity Bingo" "Respecting difference" "Gender roles and stereotypes"
20 – 35 mins	Explore what learners can do if they feel they are experiencing discrimination	Question and answer session with whole group	**Handouts** "Dealing with Discrimination" "Rights and responsibilities at work"
35 – 45 mins	Inform learners of equal opportunities services available	Talk and distribute College leaflets as necessary	College Equal Opportunities Policies College Complaints Procedure Student Services: Learners know where to go to seek appropriate advice and guidance

Handbook for the inspection of further education and skills from September 2009

Age group: 16+

Published: July 2009

Reference no: 090105

Limiting grades

Any limiting grades are considered before the overall effectiveness judgement is made. Limiting grades relate to safeguarding, and equality and diversity, as these are considered to be essential in assuring the quality of the development and well-being of young people and adults. The grades for these two aspects may therefore limit the grade for overall effectiveness.

A. Outcomes for learners

The judgements for each of the five questions based on the Every Child Matters outcomes will contribute to the overall grade for outcomes for learners. Inspectors will consider the main purpose of each type of provision when prioritising the impact each of these questions should have on the overall grade.

A1. a) Evaluative statements for learners' attainment of learning goals

To make their judgements on learners' attainment, inspectors will evaluate the extent to which:

- learners attain their learning goals, including qualifications and challenging targets
- there are any significant variations in the attainment of different groups of learners
- learners' work meets or exceeds the requirements of the qualifications, learning goals or employment
- learners attend and participate as required.

A1. b) Evaluative statements for how well learners progress

To make their judgements on learners' progress, inspectors will evaluate the extent to which:

- learners develop personal and social skills, including, as appropriate, spiritual, moral and cultural aspects
- learners enjoy learning and make progress relative to their prior attainment and potential
- learners develop the literacy, numeracy, language and key and functional skills required to complete their programmes and progress.

Further guidance

Inspectors should take into account, where relevant:

- learners' progress in learning sessions against planned targets

- the extent to which learners improve the quality of their work over time
- learners' progress during their programme compared to their starting points,

A2. How well do learners improve their economic and social well-being through learning and development?

- broader skills relevant to learners' career aims, such as communications, teamwork, leadership, taking responsibilities, problem solving and commitment

- learners' development of an understanding of careers and progression opportunities and their ability to benefit from training and development opportunities
- learners' development of financial literacy/capabilities and competencies
- learners' understanding of their rights and responsibilities as citizens and consumers in the community and as learners at the provider and at work.

A3. How safe do learners feel?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners use safe working practices in learning and at work
- learners say they feel safe.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which learners feel that the learning environment is safe and welcoming, and that all individuals are respected equally
- the extent to which vulnerable learners are involved in individual risk assessments and understand the arrangements to help them stay safe
- the extent to which learners are aware of their own duties and responsibilities in creating a safe environment for everyone
- learners' implementation of safe working practices in work and at the provider
- learners' attitudes and behaviour
- learners' understanding and use of internet safety measures

B. Quality of provision

B1. How effectively do teaching, training and assessment support learning and development?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learning and assessment activities are linked to initial and current assessments and related activities to make sure they build on and extend learning for all learners

- interesting and appropriate teaching and learning methods and resources inspire and challenge all learners and enable them to extend their knowledge, skills and understanding

- technology is used effectively to promote and support learning, where appropriate

- staff have appropriate skills and expertise to provide good-quality teaching, learning, assessment, and information and support services for each learner

- assessment of learners' performance and progress is timely, fair, consistent and reliable

- learners receive constructive feedback on their progress and how they might improve

- learners receive help to develop literacy, numeracy, language and key skills to support the attainment of their main learning goals

- learning, teaching, training and assessment promote equality and support diversity.

Further guidance

Inspectors should take into account, where relevant:

- the use of activities in sessions that motivate and engage all learners, whatever their age, ability and cultural background, and which are suitably demanding

- how effectively staff use materials and teaching methods that are sensitive to, and promote, equality of opportunity and good race relations

- how staff maximise opportunities in sessions and within all learning contexts to promote equality of opportunity and awareness of cultural and linguistic diversity.

B2. How effectively does the provision meet the needs and interests of users?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- enrichment activities and/or extended services, including work experience, contribute to learners' enjoyment and achievement, and their personal, spiritual, moral, social and cultural development.

B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

- the availability and quality of support for learners on personal issues

- whether parents, carers and employers are kept informed of the progress and attendance of learners under 18

- the extent to which individual learners' additional support needs are accurately identified early in the programme and are met quickly through the provision of appropriate resources and support throughout a learner's programme

- how well learners are involved in the planning, reviewing and evaluation of provision to meet their support needs

- the extent to which support staff have relevant qualifications, training and experience

- whether services are sensitive to and promote equality of opportunity and awareness of cultural and linguistic diversity.

C. Leadership and management

C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- governors and supervisory bodies set the mission and strategic direction of the provider

- governors and supervisory bodies establish effective structures to monitor all aspects of the provider's performance

- governors and supervisory bodies ensure that their statutory duties – where applicable – are fulfilled.

Further guidance

Inspectors should take into account, where relevant:

- how well governors and supervisory bodies monitor the quality of the experience provided for learners and their outcomes
- how effectively governors and supervisory bodies monitor financial management and health, including value for money
- procedures to ensure the accountability of the chief executive and senior post holders, or equivalent
- procedures for governors and supervisory bodies to assess and monitor risk

- how well governors and supervisory bodies ensure that legislative requirements are fulfilled, such as those for disability, safeguarding, and health and safety.

C3. How effectively does the provider promote the safeguarding of learners?

Two judgements on safeguarding will be made: under the leadership and management section and in the staying safe outcome section of all reports.

All remits will be judged on the effectiveness of providers and services in ensuring that children and learners are safe and feel safe. In particular, providers working with children under 18 must meet legal requirements for safeguarding children.

- Where a judgement of inadequate is awarded for either of the two safeguarding judgements it is most unlikely that the overall effectiveness of the provider will be better than satisfactory. It is likely that the overall judgement will be inadequate.

C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

The equality and diversity grade will contribute to and may limit the grade for overall effectiveness in the following ways:

- where a judgement of inadequate is awarded for equality and diversity it is most unlikely that the overall effectiveness of the provider will be better than satisfactory. It is likely that the overall judgement will be inadequate
- where a judgement of satisfactory is awarded for equality and diversity it is most unlikely that the overall effectiveness of the provider will be better than good.

If a provider cannot demonstrate that it is working within the two operating principles this should prompt a judgement of inadequate for equality and diversity. The two operating principles for the inspection of equality and diversity are:

- how effectively a provider is narrowing any achievement gap between groups of learners
- how effectively a provider actively promotes equality and diversity and tackles discrimination.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which the provider:

- manages equality and diversity, particularly disability, gender and race, and actively promotes equality and diversity among staff, learners, employers, parents and other partners of the provider
- assesses the impact of its work in relation to equality and diversity and has taken appropriate action in response to its findings
- makes sure training in equality and diversity is effective so that leaders, managers, governors or supervisory bodies, staff and learners understand their roles and responsibilities in relation to equality and diversity
- makes sure that all learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other external sites to the provider
- manages incidents and complaints specifically about disability, gender and race equality
- sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of learners
- takes action to reduce any significant variation between different groups of learners in order to maximise their potential.

Further guidance

Inspectors should take into account, where relevant:

- whether the provider, if a public body, such as a college or local authority, has equality schemes and plans for the promotion of equality and diversity, showing how it fulfils its general and specific legal duties, including staffing and employment
- how well equality and diversity aspects are built into the provider's strategic plans; the impact of plans is monitored; and follow-up action is taken to address areas for improvement
- whether the provider, if a private or not-for-profit organisation, has policies to ensure and promote equality of opportunity and that there is no unlawful discrimination, harassment or bullying

- whether the private/not for profit provider is able to identify how it is contributing to Learning and Skills Council or funding body equality schemes through its own practice

- how well the provider, where a public body, has taken action to ensure that it fulfils its responsibilities under legislation with regard to consultation with staff, users and stakeholders about equality aspects of provision

- how well achievement and progression data of different groups are collected, analysed and used to set targets to improve the performance of underachieving groups

- action taken to ensure that the ethnic profile of staff and governors broadly reflects that of the learner population

- arrangements for reporting on the promotion of equality and diversity to governors or supervisory bodies

- training for learners, teaching and support staff and governors/supervisory bodies on all aspects of bullying, harassment and equality

- arrangements to protect learners from bullying, harassment and discrimination

- arrangements to ensure all learners can participate, including those with learning difficulties and/or disabilities, and that they have opportunities to give their views on provision

- how well learners' knowledge and understanding of equality and diversity, and preparation for living and working in a multiracial society, are reinforced through their programme, in tutorials and at reviews

- the extent to which incidents and complaints relating to equality and diversity aspects are recorded and acted upon.

Illustrative grade characteristics for equality and diversity

The equality and diversity grade will contribute to and may limit the grade for overall effectiveness.

Outstanding	In addition to the characteristics outlined below as satisfactory and good, the provider strongly promotes equality and diversity and tackles unfair discrimination very effectively in all aspects of its work. The development or progress of all or nearly all its users (including those from vulnerable groups) in relation to their starting points is improving significantly and the achievement gaps have narrowed significantly. Work with employers and external contractors to promote equality and diversity for learners in their operations has had a strong impact.
Good	In addition to the characteristics outlined below as satisfactory, the provider effectively promotes equality and diversity and tackles unfair discrimination. The provider is improving outcomes for

	individuals, successfully closing identified achievement gaps. The promotion of equality and diversity is embedded well in all aspects of the provider's work. The work with employers and external contractors to promote equality and diversity for learners in their operations shows demonstrable impact on outcomes and opportunities for learners. There is positive celebration of diversity.
Satisfactory	The provider is actively promoting equality and diversity and tackling unfair discrimination. The profile of the provider's staff and governing/supervisory body reflects that of its learner population with regard to race, gender and disability, or strong efforts to achieve this have been made. The provider's staff and governors or supervisory body monitor the impact of equalities policies and action plans and set relevant targets for improvement. The promotion of equality and diversity is embedded in most aspects of the provider's work, especially recruitment of learners, teaching, learning and assessment, content of lessons and range of programmes. The provider is improving outcomes for learners by identifying and taking suitable steps to close achievement gaps between different groups. The provider actively encourages employers and external contractors to promote equality and diversity in their operations for learners.
Inadequate	Equality and diversity is likely to be inadequate where the provider: ■ is not actively promoting equality and diversity **and/or** ■ is not taking sufficient action to identify and narrow the achievement gap. **One or more of the following weaknesses are likely to be present.** The provider: ■ has not prevented or tackled unfair discrimination, harassment or bullying ■ has not taken steps to understand and implement legal requirements ■ has not analysed outcomes for learners to monitor the impact of equality and diversity policies ■ has not attempted to match the profile of staff and governors to that of the learner population ■ shows insufficient impact in relation to equality and diversity.

C7. How efficiently and effectively does the provider use its available resources to secure value for money?

Evaluative statements

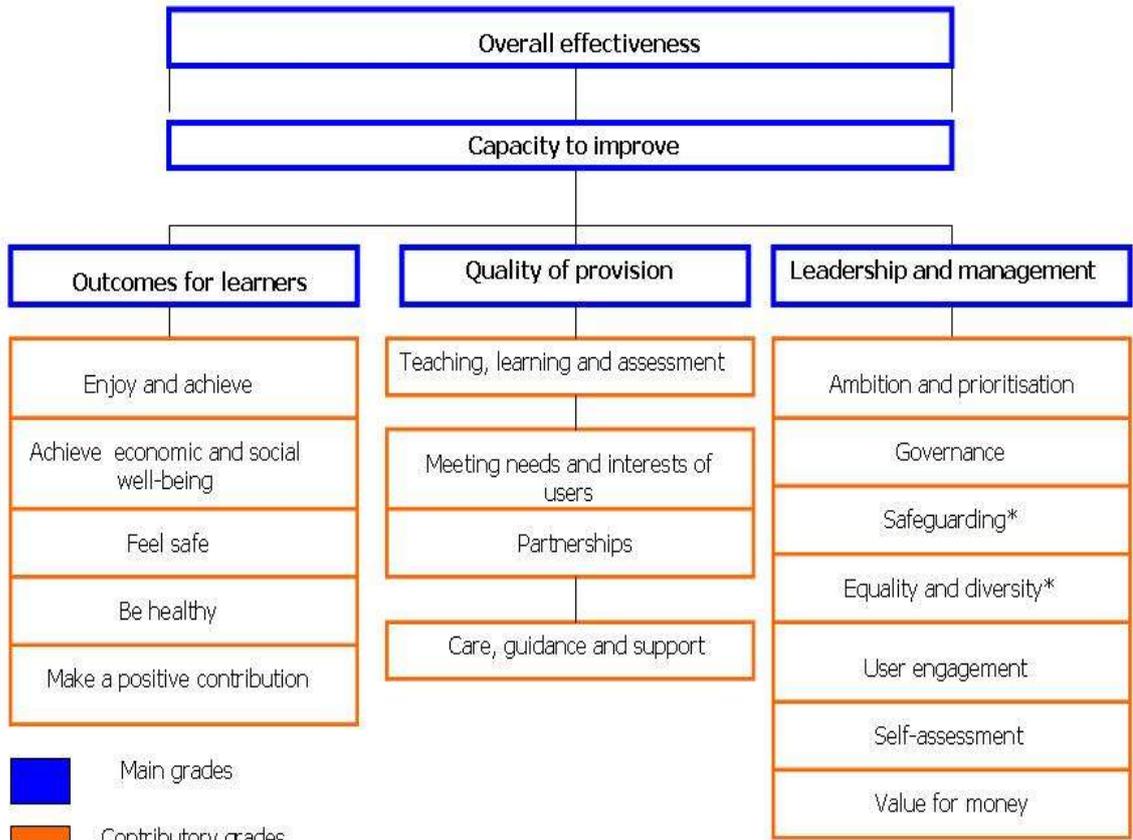To make their judgements, inspectors will evaluate the extent to which:

- learners progress, develop skills and knowledge and attain their learning goals, taking account of their starting points
- the provider considers the views of users in relation to the suitability and availability of resources
- resources are managed and used for the different activities to meet the needs of all learners
- the quality and availability of resources support all users
- the provider is committed to managing its resources in a sustainable way.

Further guidance

Inspectors should take into account, where relevant:

- the progress and attainment of learners, taking account of their starting points
- the views of learners and employers in relation to the suitability and availability of resources
- how effectively resources are managed and used for different activities to achieve the desired outcomes
- the range and quality of equipment and how well they are used to promote effective learning. Specialist equipment and materials should reflect, as far as possible, the standards required by industry
- access to learning resources that is appropriate for effective study in lessons and for independent study, available to all
- resources that allow all learners to participate fully regardless of ethnicity, faith and religious belief, gender, learning difficulty and/or disability or race
- work-based learners have access to good learning materials, equipment and facilities
- learners with learning difficulties and/or disabilities have appropriate specialist staff and specially adapted learning resources
- all learners work in a healthy, safe and welcoming environment
- the quality and availability of support for learners
- the number of learners and how this affects outcomes
- the quality of the provider's environment
- how efficiently the provider uses its accommodation

Structure of grades

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┌─────────────────────────────────────┐
│         Overall effectiveness        │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│          Capacity to improve         │
└─────────────────────────────────────┘
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Outcomes for learners	Quality of provision	Leadership and management
Enjoy and achieve	Teaching, learning and assessment	Ambition and prioritisation
Achieve economic and social well-being	Meeting needs and interests of users	Governance
Feel safe	Partnerships	Safeguarding*
Be healthy	Care, guidance and support	Equality and diversity*
Make a positive contribution		User engagement
		Self-assessment
		Value for money

- ■ (blue) Main grades
- ■ (orange) Contributory grades

* These grades may limit the overall effectiveness grade

Terms needed for analysing resources

Discriminatory: making or showing an unfair or prejudicial distinction between different categories of people or things, especially on the grounds of race, age, or sex (www.oxforddictionary.com)

This includes material that perpetuates negative images of individuals or groups of people. For example men have been stereotyped as being strong and powerful and as breadwinners, while women have been stereotyped as being weak, attractive and as wives or homemakers. Discrimination also includes biased or negative representations of groups of people such as Muslims being portrayed as terrorists, Black people being portrayed as criminals or disabled people being portrayed as not being intelligent.

The language used in the resource may be discriminatory if it implies that the white, able-bodied male is the norm. Words like 'he' or ' mankind' being used as all-inclusive terms are examples of this.

Any material that relates the experiences of more powerful groups in society and does not include the experiences of less powerful groups is also discriminatory.

Non-Discriminatory material does not contain the obvious discrimination described above. This is achieved by using neutral words such as 'people', 'learner' or 'chairperson' and the material tries to include everyone perhaps by a statement that explains that the word 'he' refers to women as well as men. However the non-discriminatory position accepts the inequalities that exist in society and does not attempt to challenge them.

Anti-Discriminatory: The anti-discriminatory position does challenge discrimination. This could be achieved by having positive images of people who have been discriminated against historically. For example anti-discriminatory material could contain female engineers, ethnic minority business owners, disabled people in industry and sports or lesbians and gay parents.

Material specifically uses 'she' instead of, or as well as, 'he' or ensures that the word 'Black' is used in a positive way and not in a negative way as in the phrase 'Black Monday'. The material will also include the experiences of less powerful groups acknowledge and respect the valuable contributions that all people and groups make to society.

EQUAL OPPORTUNITIES DEFINITIONS

Equal Opportunities

The means by which disadvantage and discrimination is reduced and eliminated by legislation and positive action.

Equal Opportunities aims to ensure that no group receives less favourable treatment by virtue of one's skin colour, race, gender, ethnic origin, disability, age, class or sexuality, thereby enabling all people to have equality of access to the provision of goods, services, facilities, premises and employment.

It does not mean treating everyone the same

Racism - All attitudes, procedures and patterns - economic, social and cultural - whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.

Racialism - An implicit set of negative beliefs about a racial or ethnic group. Can result in offensive or violent behaviour towards members of a racial or ethnic group.

Sexism - All attitudes, procedures and patterns - economic, social and cultural whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.

Prejudice - An opinion or feeling about people of a different group, which is formed beforehand, without informed knowledge, thought or reason and which is likely to be sustained even in the face of evidence to the contrary.

Discrimination - Less favourable treatment of an individual or group which is not based on their work performance or conduct as a member of staff or learner.

Racial Discrimination - Less favourable treatment of an individual or group on account of their racial origin or colour.

Sexual Discrimination - Less favourable treatment of an individual or group on account of their gender or marital status.

Harassment - Can be directed at any group or individual, and can include unnecessary touching, unwanted physical contact, leering, personal remarks, verbal or written abuse, visual displays, coercion, isolation or non co-operation.

Sexual Harassment - Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity or men and women at work (European Community Code of Practice).

Repeated and/or unwanted verbal or sexual advances, sexually explicit or derogatory statements or sexually discriminatory remarks (TUC).

Racial Harassment - Conduct (whether by act or omission) which is intended to cause or does cause physical or mental distress to an individual or and sup on account of their colour, race, nationality or ethnic origins.

WORKSHEET 1

Famous People

You can do this activity individually or in groups of two or three. Fill in below **TWO** examples of each of the following:

	Example 1	Example 2
Well-known authors		
Famous painters/artists		
Well-known politicians		
Famous poets		
Comics /entertainers		
TV personalities		
Film directors		
Famous scientists		
Sports personalities		
Revolutionary leaders		
Famous explorers		
Play writes		
Inventors		
Musicians		

WORKSHEET 1

Famous People

Count up how many of your famous people are men	
Count up how many of your famous people are women	
Count up how many of your famous people are European	
Count up how many of your famous people are Non-European	
Count up how many of your famous people are able-bodied	
Count up how many of your famous people are disabled	
Count up how many you believe are lesbian or gay	

WORKSHEET 2

A closer look at stereotyping

Discussing stereotypes

Answer these two questions on your own before a discussion.

1.   Write a list of the ways in which you are stereotyped.

2.   Write down some stereotypes associated with other groups of people.

Compare and discuss the stereotypes you have identified with two or three other participants.

Answer the following questions after the discussion:

3.   How do we learn about a stereotype? Is it from school, parents, friends, books, TV or other sources?

4.   Look at the examples of stereotyping you identified in Questions 1 and 2.

   ▪ Who benefits from each example of stereotyping?

RACE AND CULTURE QUIZ ANSWERS

1. Asian women's clothing

2. Cantonese

   Cantonese is one of the world's most widely spoken languages. There are nearly 50,000,000 mother tongue speakers on mainland China. Along with English, this is the official language of Hong Kong and is spoken in; Singapore, Macao, Vietnam, Panama, United Kingdom, Mauritius, United States, Indonesia, New Zealand, Thailand, Philippines, Costa Rica, Brunei, Malaysia, Canada, Nauru and the Netherlands.

3. Ramadan

4. 1st Sikh Prophet and deity

5. India & Pakistan

6. Easter was originally a pagan festival. It was co-opted by Christian missionaries starting in the second century CE. The ancient Saxons celebrated the return of spring with an uproarious festival commemorating their goddess of offspring and of springtime, Eastre.

   As it happened, the pagan festival of Eastre occurred at the same time of year as the Christian observance of the Resurrection of Christ. It made sense, therefore, to alter the festival itself, to make it a Christian observance as pagans were slowly indoctrinated. The early name, Eastre, was eventually changed to its modern spelling, Easter.

   It does not always occur on the same date. The ecclesiastical "vernal equinox" is always on March 21. Therefore, Easter must be celebrated on a Sunday between the dates of March 22 and April 25.

7. 70%
8. Caravan Sites Act 1968
9. Woking
10. Trevor McDonald
11. Leicester
12. Lion

SUGGESTED OUTCOMES: - WORKSHEET 1

Famous People

Below are some suggested famous names that can be looked up under biographies or subject headings.

Women Achievers:

1.   Georgia O'Keefe   Artist
2.   Rosalind Franklin   Scientist
3.   Ethyl Smyth   Composer
4.   Jane Campion   Film director
5.   Ada Lovelace   Helped invent the first computer
6.   Mary Seacole   Nurse/traveler
7. Dervla Murphy   Traveller
8. Paula Radcliffe   Athlete
9. Margaret Thatcher   First woman prime minister
10. J K Rowling   Writer (Harry Potter)
11. Emiline Pankhurst   Suffragette
12. Meera Syal   Writer/TV Personality
13. Meena Patak   Entrepreneur
14. Parminder Nagra   Actor (Bend it Like Beckham)

Black Achievers:

1.   Barack Obama   Politician
2.   Jackie Kay   Poet
3.   Elijah McCoy   Inventor (originator of the phrase the real McCoy)
4.   Spike Lee   Film director
5.   Mahatma Ghandi   Revolutionary leader
6.   Jane Wright   Scientist

Disabled Achievers:

1. Stevie Wonder   Musician
2. Christy Brown   Artist/writer
3. Steven Hawking   Scientist
4. David Blunkett   Labour MP
5. Tanny Gray-Thompson   Athlete

Gay achievers:

1. Steven Gately   Musician/Singer
2. Sandy Toksvig   Comedian
3. Eddie Izzard   Comedian
4. Will Young   Musician/Singer
5. Maria Eagle   Politician
6. Chris Smith   Politician
7. Jeanette Winterson   Writer
8. Pam St Clement   Actor (Pat Butcher in Eastenders)

An important issue to raise is that people do not fit into single categories and a Black disabled person e.g. Stevie Wonder could experience multiple discrimination.

WEB LINKS

RACE

Black History
http://www.channel4.com/history/microsites/H/history/browse/black.html
Blacknet History
http://www.blacknet.co.uk/history
Campaign Against Racism and Fascism (CARF)
http://www.irr.org.uk/carf/
Holocaust Memorial Day Website
http://www.hmd.org.uk
Institute of Race Relations (London)
http://www.irr.org.uk
Runnymeade History
http://www.runnymeadetrust.org

AGE
Age concern
http://www.ageconcern.org.uk
Help the Aged
http://www.ageuk.org.uk/

DISABILITY
Dial UK
http://www.dialuk.info/index.asp

SEXUAL ORIENTATION
Stonewall
http://www.stonewall.org.uk/

EQUALITY AND HUMAN RIGHTS
Equality and Human Rights Commission (EHRC)
http://www.equalityhumanrights.com/

www.oxforddictionary.com

SUGGESTED RESOURCES FOR EQUAL OPPORTUNITIES TEACHING & LEARNING

A VERY SELECTIVE ANNOTATED LIST

The following bibliography is not intended to be comprehensive it is simply a collection of reasonably up-to-date materials we've found useful in designing and delivering equal opportunities training and education. All the materials are reasonably inexpensive and relatively easy to get hold of and where they are a little difficult to find some information on suppliers is provided.

Equality in the Workplace (An Equal Opportunities Handbook for Trainers), by Helen Collins, Blackwell Publishers, 1995.

Looks at diagnosing training needs in a wide range of organisational contexts, but also provides a useful review of the essential ingredients of equal opportunities training.

Equal Opportunities and the Curriculum, by Christine Talbot, SEDA Specials #9, 1999.

A short guide to teaching and learning preferences and good practice examples, from a Higher Education perspective. Available from the Staff and Educational Development Association (SEDA). Selly Wick House. 59/61 Selly Wick Road, Selly Wick Birmingham B29 7JE (Tel: 0121 415 6801)

Apple M W (2004) *Ideology and Curriculum* Third edition London: Routledge

Apple M W (2004) *Educating the "Right" Way: Markets, Standards, God and Inequality* Second edition. London: Routledge

Apple M W (2004) *Official Knowledge; Democratic Education in a Conservative Age*, Second edition, New York and London: Routledge

Avis, J., Fisher, R., and Thompson, R., (2009) Teaching in Lifelong Learning: a guide to theory and practice Maidenhead: Open University Press (published on 30 October 2009).

Coffield F (2009) *All You Ever Wanted To Know About Learning and Teaching But Were to Cool to Ask,* London: Learning and Skills Network

Esquith R (2007) *Teach Like Your Hair's On Fire,* London: Penquin Books Ltd