



ESOL Nexus professional development

Embedding Equality and Diversity



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Introduction

ESOL Nexus professional development modules are intended to help teachers to develop in their role in a range of contexts. They have been written by expert practitioners and quality assured by a wider team. We hope that you will find this module useful. For other professional development opportunities, see

<http://esol.britishcouncil.org/content/teachers/staff-room/continuing-professional-development>

This module looks at broad aspects of equality and diversity as well considering in more detail the implications for the ESOL classroom in prison. It highlights some of the fundamental concepts as they affect the ESOL teachers and provides practical suggestions for embedding equality and diversity in lessons.

You could use the module as an introduction to further training or to refresh training you have already had.

You can work through the module at your own pace, but you will find it of more benefit to join with others to work through and discuss the content together.

If you are using the document on your computer you can type your reflections into the boxes provided, and save your progress for the next time you return to the module.

Using this module



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Equality and Diversity: The bigger picture

This step will help you to answer the following questions:

- What does 'Equality and Diversity' mean for me in a prison context?
- How does 'Equality and Diversity' affect what I do in the classroom?
- What does 'Equality and Diversity' mean for my learning environment?

The requirement to comply with legislation regarding disability, equality and diversity affects all public and private sector institutions, including prisons. According to Micheal Spurr, NOMS Chief Executive, this is not just about legal compliance but also a matter of moral duty (NOMS Equalities Annual Report 2011/12). There should be a designated officer in your prison who ensures policy compliance and provides training. Prison educators also need to consider OFSTED which tasks teachers with promoting equality and diversity through teaching and learning.

This first unit takes a broad look at the practicalities of this for teachers and learning in the prison ESOL classroom.

Step 1

**DECENCY,
DIGNITY,
RESPECT,
HELP US TO DELIVER THIS
IN WANDSWORTH**

Equality and diversity – key ideas

Activity 1: Key terms and definitions

What do you understand by these terms?

a) equality

.....

.....

b) diversity

.....

.....

c) inclusion

.....

.....



Watch video

Compare your definitions with the ones at the beginning of [this video](#) *Promoting Equality, Diversity and Inclusion in Adult Education, Kingston Adult Education* 0 – 50 seconds.

Step 1a



Watch video

Next watch **this excerpt** from *Exploring Quality and Diversity in the ESOL classroom*.

b) Complete the table with the nine protected characteristics mentioned in the second video and make brief notes on each one e.g. a definition.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Step 1a

Activity 2: The Equality Act and prisons

Equality and Diversity requirements are based on the 2010 Equality Act. Look at this extract from the Act. It requires NOMS to have ‘due regard’ to the need to do the following things – match the halves of each aspect of duty:

1. Eliminate...		a. good relations between persons who share a protected characteristic and those who do not.
2. Advance...		b. discrimination, harassment, victimisation and other prohibited conduct.
3. Foster...		c. equality of opportunity between different groups (those who share a protected characteristic and those who do not.)

[Click for suggested answers.](#)

Activity 3: NOMS equality policy - reflection

Read the NOMS Equality Policy Statement.

“NOMS is committed to fairness for all. We treat our staff properly and ensure equality of opportunity. We deliver our services fairly and respond to individual needs. We insist on respectful and decent behaviour from staff, offenders and others with whom we work. We recognise that discrimination, harassment and bullying can nevertheless occur and we take prompt and appropriate action whenever we discover them.”

(Equalities Annual Report 13/14)

Use the following questions to reflect on the NOMS policy and your own practice:

Do I treat some learners differently to others?

Step 1a

How do I respond to individual learner needs?

What action do I take over discrimination, harassment and bullying?

Activity 4: Discrimination

Discrimination may happen in the classroom or perhaps more often on the wings. A key dimension of embedding equality and diversity in ESOL is to 'build learners' capacity to challenge discrimination against themselves and others.' (Equality and Diversity UK, 2011) However, learners may be very reluctant, or find it difficult to report incidents of discrimination that occur using official channels or paperwork.

Look at the suggestions below and tick the ones you have done already and number in order of priority the ones you intend to address next.

a) Show learners how to fill in an incident report form	
b) Help learners recognise what discrimination is	
c) Teach learners about the law/prison guidelines	
d) Teach phrases to use to challenge or question discrimination	
e) Discuss learners' feelings and experience of discrimination	
f) Learners discuss experiences of how to stand up for themselves	

What activities could you use to address these in your classes?

[Click here for suggested answers.](#)

Developing a good classroom environment

Activity 5: Case study 1

OFSTED guidelines and NOMS Policy state that institutions should tackle bullying and discrimination and encourage respectful behaviour throughout institutions.

Read about the experience of a prison ESOL teacher in a low-level class in relation to learners from the Roma community

They have little or no experience studying in a formal setting and few literacy skills. They have very strong cultural and family ties and in class they can be very loud and opinionated, especially with their friends and family. Other learners have asked them to be quiet and respect the teacher, which has caused more friction. They dislike mixing with other nationalities and I have found it challenging to keep them from speaking their mother tongue. This has at times caused a divide in the class. There have been instances of bullying among the Roma themselves.

The teacher also said she reinforced the importance of respect. How do you think that can be done effectively in a low-level class? Write your ideas here.

[Click for suggested answers.](#)

(We will look at this in more detail in Activity 7)

Step 1b

Activity 6: Action on bullying

A Roma learner who was being bullied by other Roma shared details with his teacher who helped him fill out an incident form and informed security. If you had been the teacher involved, what procedure would you have followed in your prison in that situation? How could your diversity officer help?

.....

.....

.....

Activity 7: Fostering good relations

The Equality Act talks about fostering good relations between people with different protected characteristics. Bearing case study 1 in mind, give the following suggestions a rating out of 5 (1 is not so helpful, 5 is most helpful) as to how effective they might be in fostering good relations in such a class.

1. Work with learners to create a ground rule poster focusing on respecting difference.	
2. Plan regular 'get to know you' activities in class.	
3. Create opportunities for any group experiencing discrimination (e.g. Roma) to share more about their culture and language, famous people and contributions to the wider culture.	
4. Embed the opportunity to talk about tolerance and diversity.	
5. Make behaviour/respect ground rules and agree as a class.	
6. Plan regular cultural activities in class.	
7. Remind learners their IEP might be affected if they treat others unfairly.	
8. Emphasise areas in common whenever possible.	

For more detailed CPD on how to deal with challenging behaviour in a group see the [CPD unit on Managing Behaviour](#).



Resource

Step 1b

Activity 8: Developing a cooperative environment

The teacher tried mingling activities and moving learners round but this was met with a lot of resistance from all learners. How would you handle this situation? What steps could you take to move towards a more cooperative environment?

[Click for suggested answers.](#)

Step 1b



Equality and diversity: what does it mean in practice?

“Equality and diversity needs to be embedded into all aspects of the curriculum: from session planning and teaching methods to assessment procedures; from inclusive resources and materials to teaching which focuses on discrimination, harassment and victimisation because of disability, race, sex, sexual orientation, transgender, religion or belief, age and any other characteristic covered by the Equality Act 2010.”

(Equality and Diversity UK, 2011)



Listen

Activity 9: Practical implications for the classroom

What else does it mean practically to embed equality and diversity in the classroom? Listen to the recording and note down some possible ways in the first column below.

Note how your practice reflects the speaker’s ten suggestions in the table:

Equality and diversity action	I do this regularly	I do this occasionally	I don't really do this.	I shall start doing this
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

[Click here for suggested answers](#)

Step 1c

Activity 10: Assessing needs

It is important to get as much information about learners as possible to be able to meet individual needs successfully in a timely way.

Look at the following needs assessment activities and write down whether they could be done initially i.e. before the learner starts (I), in the first classes (F) or ongoing throughout the course (O).

1. Find out learners' personal interests	
2. Create a suitable environment for the learner to disclose learning needs	
3. Diagnostic assessment of all four skills	
4. Find out their future aspirations	
5. Initial assessment (placement test to give an idea of proficiency level)	
6. Amend plans/scheme of work based on diagnostic assessment/observations	
7. Find out what their sentence plan is and how long they may be in the class	
8. Find out if learners have any health or learning issues or disabilities	
9. Take note of mood, motivation and social interactions	
10. Observe for learning styles and activities which suit them	
11. Ask about prior ESOL learning, educational background and feelings about education	
12. Discuss and agree individual learner targets	

[Click here for suggested answers.](#)

Activity 11: Identifying learning disabilities – case study 2

With regard to learning needs, institutions:

‘have a responsibility to do what they can to find out whether individual learners have disability-related needs in order to make appropriate provision. However, this is not always a simple thing to do. Some disabling conditions are visible. Others, such as mental health difficulties or dyslexia, are not.’ (ESOL Access for All, DfES, 2006)

Read the following case study:

‘Jalal attended an ESOL Entry 1 class for three years. Each year he was re-enrolled for the same level because he did not make any progress in reading and writing. His speaking and understanding of English improved but Jalal became increasingly frustrated with his inability to make progress. Teachers were perplexed.

Towards the end of his third year, Jalal joined a writing class. His attendance was poor. His teacher questioned him about his absences and, finally, he was able to communicate how fed up and frustrated he felt about his inability to learn to read and write. He said he “hated himself”. His teacher suspected that he might have dyslexia. Jalal had never heard of dyslexia. He was unable to have a full dyslexia assessment at that time. However, his teacher organised one-to-one sessions until the end of the academic year and arranged for a colour assessment. The dyslexia specialist found that yellow filters helped to prevent letters jumping.’ (Adapted from ESOL Access for All, DfES, 2006)

Go to [Dyslexia Action’s website](#) and note what to look for in learners who might have dyslexia.



Resource

Step 1c

Ensuring equality of opportunity to learn

This step will help you to answer the following questions:

- How can I support learners with specific needs?
- How can I make my teaching and assessment methods suit different learners?
- How can I show I am aware and make my learners aware of equality and diversity issues in my class?

Research has shown that 20 – 30% of offenders have learning disabilities and 20% of the prison population has a ‘hidden’ disability that hinders their progress in work and education¹. People of different cultural backgrounds with disability or health needs, if left unaddressed, can suffer from increased feelings of isolation and loss of well-being.

This unit will consider different types of learning needs and how all learners can be given equal chance to succeed.

Step 2



Accommodating specific needs

Disability discrimination legislation requires that reasonable adjustments are made to support people with physical or learning disabilities to provide equality of opportunity to learn. The most direct way to do this is to find out from learners what adjustments would help them most and obtain feedback to improve their experience.



Step 2a

Activity 12: Supporting learners' needs

Read the following suggested strategies then choose the condition they can be used to address.

hearing impairment
mental health

sight impairment
physical disability

dyslexia
cognitive learning difficulty

1

- keep lessons well-paced
- use differentiated activities
- use practical tasks
- restrict paper-based activities
- explain tasks clearly and ask learners to repeat back to you
- divide input into manageable chunks
- use pictures alongside text

2

- build a good relationship with the learner
- be relaxed, positive and encouraging
- measure assessment in small stages and celebrate achievement
- make tasks short and manageable

3

- use blue/black on the board not red
- read out instructions and items written on the board
- ask speakers to introduce themselves
- keep handouts simple and in black and white
- use larger font size on handouts
- use realia that can be handled rather than pictures
- explain diagrams and pictures
- explain room layout and advise of any changes made

4

- allow plenty of time for reading
- help learners organise their work
- give instructions in short chunks and repeat
- allow learners to do one thing at a time
- use non-glossy, coloured rather than white paper
- use a size 14 sans serif font e.g. Arial
- avoid underlining, italic and capitalised text
- use bold text
- make texts well spaced out and use bullet points rather than continuous text
- use multi-sensory learning approaches
- use rubber bands round a pen for a better grip

5

- face the learner when speaking
- do not speak while writing on the board
- use written transcripts in place of audio
- write down instructions for tasks
- make sure the learner can see everyone's lips
- get learners to indicate when speaking in group discussions
- make the room as bright as possible
- try to cut down background noise in speaking activities

6

- rearrange the classroom/seating
- find a suitable chair and table
- record answers if writing is not possible

[Click for suggested answers](#)

For sources¹ and more detailed information on making the ESOL learning environment suitable for a variety of needs see DfES ESOL Access for All guidance².

¹ Sources Hertfordshire Adult and Family Learning Service(nd) *Equality and diversity checklist for teaching and learning*.(pdf) <http://www.hertsdirect.org/infobase/docs/pdfstore/embedEO.pdf>

² <http://rwp.excellencgateway.org.uk/resource/ESOL+Access+for+All+-+Part+1/pdf/>

Activity 13: Reflection

Which of the suggestions above might address some of your current learners' needs? Make a note below.

Activity 14: Assessment - case study 3

There is an expectation that learners will be supported in assessment and feedback, as well as learning. Read the following case study:

A deaf learner was entered for City and Guilds ESOL Level 2 speaking and listening exams which involved a phone call activity. The examining board allowed the call to be changed to a face to face exchange.

Make a note of any learners you currently teach who may benefit from any of the following interventions as regards arrangements for internal or external assessments:

- extra time
- awarding body advice to change an exam format
- a separate room
- a reader
- a scribe
- larger font on papers

Find out how to arrange special considerations in your institution if you don't know.

Learning approaches to suit learner needs

It helps all learners, whatever their learning differences or disability, to cater for a range of learning styles. Awareness of their preferred style can help learners understand why they find some tasks easier than others and how to study more effectively. The Common Inspection Framework (2010) also asks for evidence of recognising and catering for different learning styles.

Some of the strategies listed in Activity 13 included practical tasks, multi-sensory learning and fewer text-based approaches. These broaden input and practice approaches in lessons as well as making them more stimulating.

Activity 15: A multi-sensory classroom

Look at the activities below and write the letter(s) of the appropriate sense(s) engaged in each activity which correspond with the three main learning styles. Use: S – sight, K – kinaesthetic (touch and movement), H – hearing

e.g. Watching a video clip	S, H	8. Using realia e.g. to tell a story	
1. Listening and sorting cut-up picture cards		9. Grouping cut-up pictures	
2. Matching cut-up pictures and words		10. Grouping words	
3. Listening to a song		11. Making wall posters	
4. Listening to a story or dialogue		12. Colouring and highlighting words and phrases	
5. Listen and the learners mimes an action in response		13. Drawing and labelling diagrams and pictures	
6. Moving words on the interactive whiteboard		14. Using or drawing cartoon strip dialogues	
7. Fill in gapped texts		15. Acting: role plays with movement and props	

[Click for suggested answers](#)

Step 2b



Read



Read

Step 2b

Activity 16: Trying it out

Which of these approaches that you do not already make use of could you add to your classroom practice? Note how and when you will do this. Evaluate how they work and share the outcomes with your colleagues.

Which of the multi-sensory activities in these session plans could you use?

- Working as a **Catering Assistant**
- My health and wellbeing in prison (women): **My body**

Activity 17: Meeting needs – case study 4

Learners with dyslexia prefer learning methods which do not rely heavily on reading and writing. Read the following case study and note the main techniques used.

Janet has a poor visual memory for spellings so her teacher uses auditory and kinaesthetic strategies to help her remember. 'It is very hard for me to pay attention to the word that I am supposed to be looking at because concentration is hard. I know I have never taken any notice before, so it is new training.'

Janet uses cards to put the prefix 'im' together with a word to get a

new word. She is adding 'im' to words beginning with 'p' because she sometimes writes 'in' instead of 'im'.

'The cardboard cut-out words, I like these, and I like playing with words too, I do like putting them all together. You can have fun with them, it's not so structured, it's sort of a process of learning. The technique of highlighting words helps.'

She also uses jigsaws of spellings to help with the word disempower. 'I can move them about and I can play with them a bit. I find that that gives me a little bit more power than the pen does because I can do that, and if it is wrong I don't feel like I have done it as wrong.'

Now look at the following links and note down other approaches which might help your learners.

- a) [Access for All](#) pp 45 – 50
- b) [Toe by Toe](#)

Activity 18: Further help meeting individual needs – case study 5

Schemes for prisoners to act as classroom assistants in ESOL classes include Shannon Trust's reading programme 'Toe by Toe'. It encourages peer teaching and has proved effective in prisons. If such a programme does not exist in your prison, read the success story from a Category C prison in the West Midlands on the link attached, and consider whether and how you might introduce it.



Read



Read



Read

Step 2b

Evidencing and developing knowledge of equality and diversity

It is common for equality and diversity considerations to be evidenced on such documents as lesson plans, schemes of work and ILPs. A designated space records the issues identified and addressed and keeps teachers aware of their duty.

Activity 19: Lesson plans

Look at the lesson plan excerpt in the box below.

How does this lesson take into account equality and diversity factors?

- Images represent people of different races and abilities.
- Learners practised expressing disagreement respectfully.

While some comments on lesson plans will be general, others will relate to specific learners in the class and specific lesson content. What should a good plan show is happening in the class in respect of equality and diversity? Add possible lesson plan considerations to the two already given above with your own classes in mind.

- audio supplied for sight impaired learner

Activity 20: Lesson plans

Lesson plans are key documents for showing how individual needs are being taken into account. Look at the following examples of evidencing actions on a lesson plan.

1. A new learner has come to the class and is very weak at using the past simple tense. However, the rest of the class have studied this with you and are using it well. How would you help the new learner?	e.g. LP – do a quick review of the simple past as a group as a warmer; set small group activities; use a simple verb table with the new learner to practise target verbs.
2. Some of your learners are just learning to write but they write the words so closely together it is hard to read. How would you help them to space out their writing?	e.g. LP – demonstrate purpose of spacing; show learners how to use pencil to leave a gap.

Now look at a recent plan of your own and three ILPs and note strategies you used or would use to help those learners as evidence of meeting individual needs.

It is important to continue to gain support in developing knowledge and best practice in embedding equality and diversity.



Watch video

Activity 21: Further CPD opportunities

Watch this [video](#) which signposts further equality and diversity CPD opportunities for teachers in the offender learning sector.

Note the three suggestions given for further training.

1.
2.
3.



Resource

In-depth training

We have included links to a number of websites offering further information or training. To extend your knowledge of equality and diversity you could do one or more of the Education and Training Foundation's online courses [here](#).

You will need to register to access the resources.

Step 2c

Promoting diversity

This step will help you to answer the following question.

- How can I incorporate diversity themes into ESOL lesson topics?
- How can I address the nine protected characteristics on my lessons?
- How can I challenge stereotypes and celebrate diversity in my classroom?

Demographic changes within the prison population include an increase in cultural diversity and an aging population. The law aspires to eliminate discrimination and foster good relations between individuals with one or more of the nine protected characteristics. This requires recognising individual and group differences and placing a positive value on diversity.

ESOL classrooms inevitably comprise a concentration of different ages, races, nationalities and beliefs which gives the teacher ample scope for celebrating diversity but also for dealing with issues of stereotypes.

This unit considers practical teaching and resource ideas for exploring and enjoying diversity and addressing discriminatory behaviour inside and outside of the prison classroom.

Step 3



Representing diversity in the classroom

Ensuring that equality and diversity are embedded into classroom learning also includes the use of materials which represents a diverse reality and does not promote stereotypes. The onus is on the teacher to make sure that the:

'.. language, resources, images and contexts used in the classroom should be inclusive and diverse – mirroring the learners' own lives and offering insight into other lives.' (Equality and Diversity UK, 2011)

Activity 22: Reflection

Reflect on the following questions and make notes:

- Do the resources/ contexts you choose to use in the class or design yourself reflect that diversity?
- How could you reflect those not represented in your class to encourage learners' understanding of E & D? Write your thoughts under each heading.

Race	Gender reassignment	Age
Disability	Religion/belief	Sexual orientation
Sex	Pregnancy and maternity	Marriage and civil partnership

Step 3a



Resource

Activity 23: Showing a diverse reality

Look at the session plan from 2010 NIACE ESOL Citizenship **materials** that uses different types of family images (section 4.6 p18).

Would you feel able to use any of these images in your lessons?

- If so, in what situation or with what topic or language area?
- If not, why not? What could you use instead?
- Plan an activity based on this example of diverse relationships and families that would be relevant to your learners.

Activity 24: Sample activities

Look at the following examples and activities and

1. consider which aspects of the nine protected characteristics could be explored or discussed through these activities and
2. how you might use or adapt the materials for use in your own classes.



Resource

Filling in an enrolment form (Annex A page 22)



Resource

2010 ESOL Citizenship materials section 14.2 (p11)



Resource

2010 ESOL Citizenship materials section 21.3 (p13)



Resource

2010 ESOL Citizenship materials section 4.5 (p 16)

Step 3a

Challenging stereotypes and discrimination



Watch video

Activity 25: Lesbian, gay, bisexual and transgender

Watch **part 2** of the English Agenda seminar on LGBT issues .

a) What suggestions are given for dealing with discriminatory behaviour?

b) The green chair – what is the aim of this activity?

c) In dealing with prejudice and discrimination of any kind, not only against LGBT people, advice is offered on giving ESOL learners the language to express themselves in a non-discriminatory way.

Make notes about this approach under each heading.

1. Insult and opinion

2. Accepting and agreeing

3. Normal and normative

4. Religious teaching and personal interpretation

[Click for suggested answers](#)

Step 3b

Activity 26: Reflection

Read the experience of an ESOL teacher from a women's prison in the south of England.

I have worked with a transgender learner from Eastern Europe but there were no issues in class. She was willing and able to talk openly about her decision to have a sex change and the group were very accommodating.

- Which of the nine protected characteristics is dealt with here?
- If the learners in this class had discriminated against the transgender learner, which of the tips from the previous activity might you have found most appropriate and useful in your context to deal with the issues?

- personalising the issue?
- objectifying the issue?
- talking about stereotypes?
- teaching about insult and opinion?
- showing the difference between accepting and agreeing?

[Click for suggested answers](#)

Activity 27: Challenging stereotypes activity

The following activity could be used to talk about the language of character traits and stereotypes of people. It asks learners to describe pictures of people with adjectives, e.g. lazy or honest.

- Choose six or seven pictures of people from a magazine, paper or the internet.
- Teach the adjectives to be used for the activity
- Stick each of them on a piece of paper and ask learners to write down a word they think describes the person on each piece of paper.
- As a whole class compare the different words written down. Discuss any stereotypes that have arisen and if not why not.
- Then ask each learner to think of three positive words to describe that person.

If you were doing this activity, which adjectives would you teach as part of the lesson and what types of images would you try to find to stimulate the best discussion?

Adjectives to teach	Images to find

[Click for suggested answers](#)

Celebrating diversity

The ESOL classroom is uniquely placed to promote diversity because of its inherent mix of races, languages and beliefs. Issues of diversity can be incorporated into a variety of contexts with the learners themselves as the resource to explore and celebrate differences.

Activity 28: Exploring diversity through ESOL topics

a) Match E&D focus with the topics in the first column. Write E&D focus (a – e) next to the topic number in the space at the bottom. Then write details of the language which could be exploited in the final column.

Topic	E&D focus and activity	Language
1. Food and drink	a. Talk about religious festivals observed by different learners	a. dates, present simple, adverbs – usually, always, never
2. Jobs	b. Discuss food and drink not eaten for religious reasons	b.
3. Sports	c. Discuss stereotypes of different nationalities and if they are true	c.
4. Nationality adjectives e.g. English	d. Talk about the type of jobs men and women do and why	d.
5. Festivals	e. Read profiles of famous paralympians	e.

1.

2.

3.

4.

5.

Step 3c

b) Which of the nine protected characteristics are referred to in each of these activities?

.....

.....

c) Which topics could involve using your own learners as a resource (if this would not expose them to ridicule or bullying)?

.....

.....

[Click for suggested answers](#)

Activity 29: Further ideas

Can you add any more ideas to the list of topics below and which of the protected characteristics they may focus on? Add any more topics, etc. you can think of.

Topic	E&D focus and activity	Language
1. Mother's/Father's Day		
2. Writing a CV		
3. Interview skills		
4. Clothes		
5. Weddings in different countries		

[Click for suggested answers](#)



Read

Activity 30: Participatory learning – reflecting on diversity.

Look at p 7, 9 and 23 of the *Reflect evaluation report* about using the cause and effect ‘tree’ Reflect tool to enable learners to develop language using personally relevant contexts as the stimulus.

a) Devise a brief lesson outline using the ‘tree’ tool with a specific prison context in mind which would incorporate equality and diversity issues, for example, why people might follow a certain religion.

b) How could you use this tool for reflecting on stereotypes? Which issues would you prioritise?

[Click for suggested answers](#)

Step 3c



Read

Activity 31: Inside the circle

(Source: diversity and dialogue.org.uk)

This *Getting to know you* activity aims to help learners discover what is unique about themselves and what they have in common with others in the group. It would serve well to help a new group to get to know each. As the activity produces a wall poster, this can then be used with new learners to the group who can find out about others and add their own sentences to the poster.

Look at the five steps of the activity and put them in a suitable order.

- A. Divide the participants into small groups. Each group should be as diverse as possible.
- B. Tell the group members to introduce themselves to the rest of the group. Inside the circle they should write or draw things the whole group have in common. Outside the circle they should write or draw something that is unique to each member. While they are doing this they should ask questions and explain what they have written.
- C. Tell the groups to draw a large circle on the paper
- D. Feedback to the whole group and display the sheets on the wall.
- E. Give each group a large sheet of paper and a thick pen.

1.

2.

3.

4.

5.

[Click for suggested answers](#)

Step 3c

Reflection

In this module you have considered what is involved and expected in regard to equality and diversity and how it can be embedded practically in an ESOL prison classroom. Now spend a short time reflecting on what you have learnt.

Stage 1: What?

Consider what you want to remember about:

- creating a fair and cooperative classroom
- ensuring equality of learning opportunity and meeting individuals' needs
- positively celebrating diversity

Stage 2: So what?

Reflect by considering your thoughts and feelings about the content in the module and making some notes.

What do you feel about the extent to which equality and diversity are embedded in your classes?

Have there been any changes in your thinking about how you meet needs and plan for equality?

How will what you have learnt affect the people you teach?

Stage 3: Now what?

How can you apply what you have learnt in this module to your own teaching context?

How will you apply your learning from the module?

What will you do in the classroom that you didn't do before?

Write down 3 actions to put into practice in the next two months and three more to do following on from that.

Suggested answers to activities

Activity 2

1b 2c 3a

Activity 4

a) This could be done as a language exercise in class e.g. past simple or reported speech. It will also make learners aware of the procedure and removes the initial barrier to reporting an incident. Also reading and writing exam practice activity.

b) Try to help learners see how discrimination exists throughout societies and explore what it is and is not and reasons underlying discriminatory behaviour. Look at the ESOL Citizenship materials for lesson ideas. Also use case studies or leaflets for comprehension activities.

c) Use a text related to equality and diversity and teach relevant vocabulary. This could prompt a discussion about why combating discrimination and bullying is important (in some cultures revenge and saving face are valued and inequality in society is a norm). Also learners could ask each other questions about prison rules.

d) A role play or dialogue could explore different ways to be assertive in the face of discrimination and not to exacerbate the situation with defensive responses. Also listening for gist and detail.

e) Use case studies or a text to provoke discussion and discuss together how to handle issues as they arise. Also use roles to talk about someone else's experiences.

f) Peer support can be beneficial. It could be a chance to give learners phrases and words to be able to stand up for themselves more effectively.

Suggested answers to activities

Activity 5

Use positive images of different nationalities/ ages/ sexual orientation etc. to give a clear context for talking about respect. Simple key words used as a stimulus for respectful actions may also work e.g. help, give, friendly, kind, listen.

Activity 8

While it is good practice for learners to work with different people, it is best not to force the issue. Break down barriers gradually by using some of the activities from Activity 7. Try to find lesson topics and activities of common interest that might unite people. Let learners work in groups which function well while developing a more fluid dynamic though encouraging cooperation through activities that require answers, help or input from other members of the class even if they are not seated together.

Activity 9

1. accommodating people with physical disabilities/sensory impairments
2. using black/blue and larger size fonts for dyslexic learners
3. providing a mix of learning styles/multi-sensory approaches to suit all learners.
4. using culturally sensitive and inclusive images
5. checking resources for stereotypes and discrimination
6. promote a cooperative and respectful ethos by encouraging learners to work together
7. helping learners stand up to bullying
8. challenging stereotypes and victimisation in the classroom
9. talking about equality and diversity through normal ESOL lesson topics
10. positively exploring aspects of the nine protected characteristics in lessons

Suggested answers to activities

Activity 10

1. F/O 2. O 3. F 4. F/O 5. I 6. F/O 7. I/F 8. I/F 9. O 10. O 11. I/F 12. O

Activity 12

1. cognitive learning difficulty 2. mental health 3. sight impairment
4. dyslexia 5. hearing impairment 6. physical disability

Activity 15

1. A K 2. S K 3. H 4. H S 5. H K 6. S K 7. S
8. K 9. S K 10. S K 11. S 12. S 13. S 14. S 15. S K

Activity 16

- Use of interactive whiteboard, matching word cards and pictures, dice game, flashcards
- Video, finger highlighting, colouring verb forms, action game, flash cards, making a life-size poster

Activity 19

- materials reflect diversity and are culturally appropriate
- handouts enlarged for (named learner)
- disability awareness raised through lesson topic – the Paralympics
- (named learner) seated centrally for easier lip-reading
- extra time for completion of tasks given to (named learner)

Activity 24

- race, sexual orientation, sex, age, religion
- race, religion
- age
- sexual orientation, marriage

Activity 25

- a) looking at stereotypes and prejudice, developing critical thinking skills, discussing controversial comments made, personalising the issue
- b) objectifies the issue involved
- c)
 - 1. Not changing minds but giving the linguistic ability for learners to express themselves in a non-offensive way
 - 2. Helping learners understand they do not need to agree with but do need to accept lifestyles different to their own
 - 3. Helping learners understand what normal is – different does not mean not normal. Raising awareness.
 - 4. Different sections of the same faith will interpret teachings differently. Raising awareness.

Activity 26

- a) gender reassignment

Activity 27**adjectives**

e.g. caring, hard-working, rude, clever, proud friendly, shy, talkative, hospitable

images

e.g. Chinese man/ woman, adolescent white male, South Asian man/ woman, blonde woman, old man, businesswoman, priest

Activity 28

Topic	E&D focus and activity	Language
1. Food and drink	b. Discuss food and drink not eaten for religious reasons	a. food items and terms – halal, kosher, vegan
2. Jobtitles	d. Talk about the type of jobs men and women do and why	b. names of jobs, use of duties and skills required for different jobs
3. Sports	e. Read profiles of famous paralympians	c. character adjectives – loud, tight-fisted
4. Nationality adjectives e.g. English	c. Discuss stereotypes of different nationalities and if they are true	d. language patterns used for nationality adjectives – ish, i, ese
5. Festivals	a. Talk about religious festivals observed by different learners	e. dates, present simple, adverbs – usually, always,

b) race, religion, sex, disability

c) festivals, food and drink and nationalities

Activity 29

Topic	E&D focus and activity	Language
1. sex	talk about gender roles and stereotypes	roles in the house or marriage (verbs), adverbs of frequency
2. age	no age needed on the CV, discuss ageism	work experience, skills vocabulary
3. race	body language and interview technique in different countries	language of gestures, sample interview questions
4. race, religion	typical clothes in other countries, clothing worn for religious reasons	names of clothes, verbs – put on, dress up, take off, wear
5. marriage and civil partnership	talk about marriage customs, value of marriage/ CP, how common are CP in their country, what is acceptable	wedding vocabulary, word forms – marriage, marry, married, engaged, engagement, collocations with be/get

Activity 30

a) Draw a simple tree outline or ask a talented learner to do so. Ask learners to write or draw something about their life in prison on apple shaped pieces of paper. You can scribe for them if they can't write well. Then they stick the pieces of paper on the tree and all learners read and discuss the different apples.

Examples of issues: their progress in learning English; their prison job; how they get on with other prisoners.

b) Ask learners to categorise theirs and their classmates' points as negative and positive then suggest solutions to each other for the situations which are negative. Remind them to use the adjectives from Activity 27.

Activity 31

A Divide the participants into small groups of 4 or 5. Each group should be as diverse as possible.

E Give each group a large sheet of paper and a thick pen.

C Tell the groups to draw a large circle on the paper.

B Tell the group members to introduce themselves to the rest of the group. Inside the circle they should write or draw things the whole group have in common. Outside the circle they should write or draw something that is unique to each member. While they are doing this they should ask questions and explain what they have written.

D Feedback to the whole group and display the sheets on the wall

Further reading and websites

British Dyslexia Association (nd) *Dyslexia Style Guide*. (pdf)

http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/About_Us/policies/

DfES (2006) *ESOL Access for All*

<http://rwp.excellencegateway.org.uk/resource/ESOL+Access+for+All+-+Part+1/pdf/>

DfES (2006) *Developing access to Skills for Life for offender learners with learning difficulties or disabilities*.

<http://archive.excellencegateway.org.uk/pdf/Developing-access-to-Skills-for-Life-for-offender-learners-with-learning-difficulties-or-disabilities.pdf>

Department for Health (2011) *Positive practice, positive outcomes: A handbook for professionals working in the criminal justice system working with offenders with learning disabilities*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216318/dh_124744.pdf

Equality and Diversity UK (2011) *Embedding equality and diversity into everyday practice. Post-16 education toolkit*. (sample)

<http://www.equalityanddiversity.co.uk/samples/sample-embedding-equality-and-diversity-into-everyday-practice.pdf>

Equality and Human Rights Commission <http://www.equalityhumanrights.com/>

HM Inspectorate of Probation/Prisons (2015) *A joint inspection of the treatment of offenders with learning disabilities within the criminal justice system - phase two in custody and the community*

<http://www.justiceinspectorates.gov.uk/cji/inspections/learningdisabilitiesphase2/#.VZGom-sWVEW>

MOJ/NOMS *Equalities Annual Report 2011/12 and 12/13*

NIACE, (2009) *Working with learners who have specific learning difficulties*

<http://shop.niace.org.uk/briefing-sheet-specific-learning-differences.html>

Further reading and websites

NIACE, (2009) *Working with learners who have mental health difficulties.*

<http://shop.niace.org.uk/media/catalog/product/M/e/Mentalhealth.pdf>

OFSTED (2010) *Inspection of Equality and Diversity in the Common Inspection framework.*

http://www.equality-ne.co.uk/downloads/562_ofsted-presentation.pdf

Prison Reform Trust (2014) *Older people in prison*

<http://www.prisonreformtrust.org.uk/ProjectsResearch/Olderpeopleinprison>