

Full Circle @ Dockland's Take 5 discussion sheet: Equality v Equity



What do we mean when we talk about equal opportunities for all?

Discussions should start by exploring why it is important to have equal opportunities and what we mean equal opportunities at work, in school, in sports, ect . Discussions can cover all characteristics including disability, gender, race, ethnicity and religion.

Young people should be asked whether they believe that equal opportunities means treating everyone equally, or treating everyone fairly.

Equity and equality are not equal

There is a common misconception that equity and equality mean the same thing — and that they can be used interchangeably, especially when talking about education. But the truth is they do not — and cannot. Yes, the two words are similar, but the difference between them is crucial.

To understand this distinction, Young people should be showed the following youtube video

<https://www.youtube.com/watch?v=lrKRm6KAzfU>

This youtube video demonstrates the difference between equality (meaning being treated the same) and equity (meaning being treated fairly).

Does the fact that any one can apply to go to university mean that there is equal opportunity for all young people to go to university?

Young people should be encourage to discuss whether simply allowing anyone to apply means that there is equality of opportunity. The following you tube video will help demonstrate this:

<https://www.youtube.com/watch?v=APDxrppvtKQ>

This video explores whether Katniss Everdeen was treated with equality or equity. It then goes onto explore equity v equality when apply for university.

Treat
others the way that
They
wish to be treated





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Why does equality not work in today's society?

Young people should discuss why equality does not work in today's society by exploring the fact that everyone is different and had different things.

Equality only works if the assumption that everyone starts in the same place, on the same level facing the same challenges. If this assumption is not correct, then by giving everyone the same resources, then the people who have fewer challenges and more resources will remain ahead of those who don't. This therefore fails to give equal access to opportunity to all.

What's the benefit of treating everyone with equity?

Young people should be encouraged to explore the benefits of treating everyone fairly. The main benefit is increased diversity. By treating people fairly, according to their own strengths and weaknesses we can work together and create amazing new ideas which can change the world we live in.

Summary

By the end of the discussion, the young people should:

- 1) Understand the importance of equal opportunities
- 2) Know the difference between equality and equity
- 3) Understand why equality does not always work
- 4) Understand the benefits of treating everyone fairly



Treat everyone **fairly**
not Equally

Full Circle @ Dockland's Take 5 discussion sheet: I am not a label: I am not a fish



How would you describe yourself?

At the beginning of the session, ask every young person to write down three words that they would use to describe themselves. Once written, they should turn the piece of paper over. After they have done that ask the young person to complete your organisation's standard equal opportunities form (setting out ethnicity, disability, gender, ect). Young people should then be asked whether they used any of the three words which believe best describes them when completing the organisation's standard equal opportunities form and whether the form accurately records who they are, or merely collects information about that young person based on labels given to them by society based on their race, colour, ethnicity, gender, sexuality or disability.

Young people should be encouraged to discuss whether placing importance on things such as race, gender, ethnicity, religion or disability can accurately describe a person, or whether it simply lead to stereotyping people.

NOTE: if young people do not know what stereotyping is, then the member of staff may need to explain that a stereotype is usually based on limited or incomplete knowledge about the group (e.g. a simplification or an exaggeration of a group's characteristics), often relating to their race, ethnicity, religion, sexual orientation etc. A stereotype can be a description of all the characteristics which members of a particular group are assumed to have (without taking into account the wide range of individual circumstances and needs within that group)

By labelling people as certain things, do we judge them before we get to know them?

A member of staff should explain to the young people that word labels in our culture represent specific aspects of a person's life, like religious affiliation, race, gender, age or education levels – e.g. if you are labelled by your religious beliefs, you might be called Christian, Jewish or Muslim. Labelling can be positive or negative, but both shape the way people perceive themselves and others. Often, negative labels build barriers between people who are otherwise very similar to each other, by highlighting differences rather than similarities.

The young people should discuss whether by labelling people as certain things (ie white, black, disabled, jewish, American, indian) make us judge them or expect them to act in a certain way before we get to know them? Can the young people think of any examples where they may have done this?

Can we stop labelling people?

Young people should be shown the following youtube video by Price Ea, which explores the damage that labels cause and what happens if we stop labelling people:

<https://www.youtube.com/watch?v=q0qD2K2RWkc>

After watching the video, young people should discuss what they think of Prince Ea's idea of 'I am not a label'. Young people should be encouraged to explore the idea that everyone is human and all humans are individuals; one species, one race with each person being judged on their actions and decisions, not as part of a group of people sharing the same physical characteristic.

There is **more** that **unites**
US than **divides** **us**

Full Circle @ Dockland's Take 5 discussion sheet: I am not a label: I am not a fish



By labelling everyone, we try and treat people with those labels the same, but does this work?

At school, young people are categorised and labelled by age not ability. The entire education system is structured around treating all young people the same on the basis of their age and all young people of that age must memorise the same information, presented to them in the same way and complete at the end of each year a standardised test. Albert Einstein once said "everyone is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid"

With this in mind, young people should be shown a YouTube video, which explores how labelling in modern schooling has failed:

<https://www.youtube.com/watch?v=dqTTojTija8>

The young people should consider the following questions:
do the young people agree that the school system is broken?
Should young people be labelled by age, or judged by ability?
How does the YouTube video make the young people feel?

Should we take 5 and treat people as individuals?

Young people should be asked whether we take 5 minutes to speak to and get to know someone before judging them. If we do this, do the young people believe this will change their perspective of people?

Discussions should conclude with the young people exploring the benefits of taking 5 minutes to sit down and talk to someone before they judge or labelling them and how this could change our initial perception of people. By treating people as individuals we can connect with people and work together in order to succeed.

Summary:

By the end of the discussion, the young person should understand:

- 1) what is meant by labelling and stereotypes
- 2) the detrimental effect of labelling
- 3) the importance of getting to know someone before judging them
- 4) People should be treated based on their abilities not labels.

Stereotypes are the
Enemy
of
Equality



Full Circle @ Dockland's Take 5 discussion sheet: one idea can change the world



Does the world need changing?

Before we discuss whether one idea can change the world, the young people should explore whether the world/community around them needs to change in the first place. The young people should be encouraged to make a list of the positive aspects of the world around them a list of the problems currently faced.

Can kindness make a difference?

Our community is based on the kindness and generosity of its citizens. Being kind and giving can have significant benefits both in terms of wellbeing and community cohesion. Lets start by exploring the young people's experience of kindness and the impact it has had on their lives. The young people should be asked to consider the following question in their groups:

1. What is the kindest thing that someone has done for you before?
2. What is the kindest thing that you have done for someone else?
3. What is the nicest thing you have ever seen someone do?
4. Can a small act of kindness really make any meaningful difference on the problems the young people have listed?

Once the young people have had an opportunity to consider the above questions, they should be shown a YouTube video on a concept known as 'pay it forward'

<https://www.youtube.com/watch?v=qw0Lvr4eK-k>

After seeing the YouTube video, the young people should consider whether the concept of 'pay it forward' could actually work. The young people should consider the cumulative effect of all the small random acts of kindness and whether this collectively, could make a difference.

If you could help the world or community you live in, would you?

The young people should discuss whether they would take five minutes to help the local community, or world around them. The young people should be encourage to think about times in which they have relied on help from others and the impact small changes can make, when put together.

How could you make a difference?

The young people should then be encourage to think of an idea which could help change the world in which they live, or tackle on of the problems they have listed. For inspiration, the young people can be shown the following YouTube videos:

How a class of students in Australia changed the world by taking 5:

<https://www.youtube.com/watch?v=oROsbaxWH0M>

Acts of random kindness: <https://www.youtube.com/watch?v=nXRycDSDkxE>

Summary:

By the end of the discussion the young people should:

1. Understand the importance of kindness
2. Be aware of how small acts of kindness can make a big difference
3. How they can help change the world in which they live

Be the change
YOU want to see in the
World



Full Circle @ Dockland's Take 5 discussion sheet: be active and take notice



Why is being active important?

In groups the young people should discuss the benefits of being active and how being active impacts on quality of life. The young people should consider the following questions:

Does being active make you happier?

Does being active make it easier to concentrate?

Does being active make it easier to do things you want to do?

Imagine if suddenly broke both your legs, how do you think this would impact on your day to day life?

Imagine if you were out of breath after only a few steps. Do you think you would be happy?

How can you be more active?

Once the young people have considered the importance of being active, the next step is for them to look at how much activity they currently do and discuss ways of becoming more active. For ideas, you can show the young people the following YouTube video:

<https://www.youtube.com/watch?v=M4p6TddpHSg>

What do we mean by take notice?

All very well being active, but there must be a balance between being active/busy and taking time for reflection and to appreciate the little things in life. When we say take notice, we mean look at the little things that make you happy. Take time to explore places, be curious, ask questions. Live in the moment.

With this context, the young people should discuss the following questions:

What are the little things in their life which makes them happy?

Do they take notice of the things around them?

Where do they want to explore?

Have they take time to say thank you to those around them for all the help and support they have been given?

Have they ever stopped to see the sun set? Or listen to the birds? Or smell the flowers?

Why is it important to stop and take notice of the little things?

Summary:

By the end of the discussions the young people should:

Understand the importance of stay active

Know how to be more active

Why it is important to take notice of the little things

Its ok to stop once in a while and explore what's around them.



Enjoy the little
Things in **life**