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| **Speakers:** | Elif Shafak & Afua Hirsch | **Topic:** | Inequality |
| **Key Stages:** | 3 – 5 | **Subject:** | PSHE |

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| [**PSHE Education Programme of Study**](https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020_0.pdf) **(January, 2020) links** |
| **Key Stage Three** |
| Students learn…  R39: the impact of stereotyping, prejudice and discrimination on individuals and relationships  R40: the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism, and faith-based prejudice  R41: the need to promote inclusion and challenge discrimination, and how to do so safely, including online  L26: …to recognise the potential influence of extreme views on people’s attitudes and behaviours |
| **Key Stage Four** |
| Students learn…  R9: to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals, and behaviours  R34: strategies to challenge all forms of prejudice and discrimination  L28: to assess the causes and personal consequences of extremism and tolerance in all their forms  L29: to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern |
| **Key Stage Five** |
| Students learn…  R2: to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion  R19: to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online  R25: ways to celebrate cultural diversity, promote inclusion, and safely challenge prejudice and discrimination  L28: when and how to report or access help for themselves or others in relation to extremism and radicalisation |

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| **Learning Objective** | To understand inequality and how to challenge it. |
| **Starter (10 minutes)** | |
| * Ask students to define “inequality”. Compare students’ responses and create a class definition. * Ask students discuss who has power in society and who does not. Explore why and how some have power and why and how others do not. | |
| **Introducing the talk (5 minutes)** | |
| * Explain that in June 2020, award-winning British-Turkish novelist, Elif Shafak, and writer, journalist and broadcaster, Afua Hirsch, delivered a Virtual Penguin Talk on the widening inequalities across the world how we can challenge them   + Elif Shafak is the award-winning author of seventeen books and is the most widely read female author in Turkey.   + *Brit(ish)* isAfua Hirsch’s personal and provocative exploration of how we came to be a nation in denial about imperial past and the racism that plagues our present. The book is an urgent call for change. | |
| **Activity One: Why has the pandemic had a bigger impact on certain groups of people? (25 minutes)** | |
| * Explain to the students that they are going to watch Hirsch (a journalist and broadcaster whose work focuses on race in the UK) and Shafak (a Turkish-British author and activist) explain how the coronavirus pandemic has had a more negative impact on women, people from an ethnic minority, and poorer communities compared to others. * Give out “Activity One Worksheet - Shafak & Hirsch” and explain the diamond activity they will be completing after the clip. * Watch Clip One * After the clip, explain to the students that there are nine reasons why the pandemic has a more detrimental effect on some people. In pairs, they need to:   + Discuss why each reason creates inequality in the pandemic. This might be quite tricky for some students – if it is then a class discussion may be more helpful than a paired discussion   + Create a diamond where the reason that has the most impact is at the top and the reason that has the least impact at the bottom * Take feedback, asking students to explain their reasons, include a discussion of the challenge question   *Possible answers:*   1. *House size – those in smaller houses will find it harder to socially distance at home and those with more people living in their house will come into contact with more people who could potentially have the virus* 2. *Quality of food and nutrition – those who have little money for high quality food (both during the pandemic and prior to it) may be more susceptible to the virus and other illnesses as they are lacking in nutrients* 3. *Ability to work from home – those who work in retail, construction, factories etc who are unable to work from home will come into contact with more people who could potentially have the virus* 4. *Existing health and medical conditions – those who had difficulty accessing healthcare, eating a healthy diet, and exercising before the pandemic may have existing medical conditions that make them more susceptible to the virus* 5. *Access to healthcare – those who are unable to take time off work for medical appointments, or cannot access support to enable them to go to appointments, or who cannot afford private healthcare may be more likely to experience more severe symptoms of the virus* 6. *Ability to advocate for yourself – people who are unused to or feel unable to stand up for themselves (e.g. when people told they do not need treatment for symptoms) may be more likely to not get access to treatment when they need it* 7. *Ability to take time off work – as above, people who are unable to take time off work because they can’t afford it or their job won’t allow it may be more likely to experience severe symptoms as they are unable to access treatment in a timely manner* 8. *Understanding of how virus is spread- those with lower levels of education may not fully understand how the virus is spread and so may lack the understanding needed to protect themselves from the virus* 9. *Access to a private car – those who do not own their own car may rely on public transport, which will put them into contact with more people who could potentially have the virus*   *Challenge:*  *Students may include other factors, such as cultural norms and expectations around accessing healthcare* | |
| **Activity Two: How can I challenge inequality? (25 minutes)** | |
| * Explain to students that in this clip Hirsch and Shafak discuss what individuals can do to challenge inequality, young people in particular. * Hand out ‘Activity Two Worksheet - Shafak & Hirsch’ or ask students to draw the brainstorm “Ways to challenge inequality” and explain that they should add to it if they can whilst watching the video. * Watch Clip Two * Students should continue brainstorm the question “how can I challenge inequality?” using ideas from the video and adding their own ideas. * If there is time, ask the students to complete the challenge questions verbally or in writing with a partner, and then share with as a class. * Take feedback from the main task and the challenge task.   *Possible answers:*   * *Anger* * *Humility* * *Listen to the voices of minorities* * *Speak up* * *Tell your story* * *Support and empower others - Be a “water family”* * *Be curious – ask questions* * *Don’t be apathetic or numb*   *Challenge:*  *E.g. personality types – some people are very confident whilst others are shy, past experiences – some people may have been praised (or shamed) for challenge inequality in the past* | |
| **Activity Three: Does our education system address inequality? (15 minutes)** | |
| * Explain to students that in this clip, Hirsch and Shafak discuss their thoughts on the curriculum and inequality. * Watch Clip Three * Reveal the quotation from Hirsch and ask students to discuss what the quotation means and whether they agree or disagree * Ask can complete the challenge tasks verbally or in writing if there is time. * Take feedback from the main task and the challenge task.   *Challenge:*  *What do the students think the purpose of education should be? What curriculum would they put in place to achieve this?*  *Possible answers:*  *The quotation suggests that Hirsch believes the education system was designed by middle class, white men to promote their ideas and ignore all others. Their ideas will be ideas that keep them in power and keep other people out of power. The education system is not designed to encourage people to question the system, because questioning the system might lead the middle-class white men to lose power and/or for other groups of people to gain power.* | |
| **Plenary (10 minutes)** | |
| * Ask students to summarise what they have learnt today in five sentences, then five words, then one word. * Ask students to identify one, two, or three actions that they are going to take as a result of the activities they have completed. | |