

Worksheet 1: Putting diversity on the agenda worksheet

1. What benefits are there from diversity? How does having a variety of people in our society and in our workplaces enrich us?
2. What problems or disadvantages would there be if we had a society that is based on uniformity rather than diversity?
3. What implications does the diversity approach have for your work in particular and for the type of work you do in general?

Worksheet 2: Raising awareness (equality)

1. Think carefully about the word 'equality'. Why do you think it is so important? What problems does inequality cause for people?
2. Have you ever experienced discrimination? How did this feel? If you have never experienced it, how do you think it might feel?
3. What can you do to promote equality? What steps can you take to make equality of opportunity a reality as far as staff development is concerned?
4. What is your employing organisation's policy on equality? What are its key points?

Worksheet 3: Raising awareness (diversity)

1. Think carefully about the word 'diversity'. Why do you think it is so important? What do we lose out on if we do not value diversity?
2. Have you ever experienced discrimination? How did this feel? If you have never experienced it, how do you think it must feel?
3. What can you do to value diversity? What steps can you take to make this a reality as far as your work is concerned?
4. What is your employing organisation's policy on diversity? What are its key points?
5. From your discussions with members of another subgroup, what are the similarities and differences between an emphasis on equality and an emphasis on diversity?

Worksheet 4: Equality and diversity

From your discussions with members of another subgroup, what are the similarities and differences between an emphasis on equality and an emphasis on diversity?

Worksheet 5: Using PCS analysis

1. Please identify at least one example of discrimination at each of the three levels:

Personal:

Cultural:

Structural:

2. How is PCS analysis relevant to your work? How does broadening our view beyond personal and individual issues to take account of cultural and structural issues affect your understanding of discrimination?

3. What might you do differently as a result of the broader perspective involved in PCS analysis?

Worksheet 6: Pitfalls to avoid

Which pitfall has your group been allocated? _____

1. Read through the handout relating to your group's pitfall. Later your group will be asked to summarise its view of this pitfall. Use the space below to prepare for this:

2. What implications might this pitfall have for your practice? How can you make sure you avoid this pitfall in your work? Discuss this in your group and make some notes below:

Worksheet 7: Challenging

Your pair's task in this area is to identify responses to ten statements that need to be challenged. For each statement, you are asked to identify three responses as follows:

1. One that is unlikely to be listened to – too weak, too vague and so on.
2. One that may upset, annoy or alienate the person concerned – for example, a personal attack.
3. One that is 'elegant' – that is, constructive and effective (neither fudging nor avoiding the issue on the one hand, nor turning it into an attack on the other).

Record your responses below (note form will be fine):

Statement 1:

1

2

3

Statement 2:

1

2

3

Statement 3:

1

2

3

Statement 4:

1

2

3

Statement 5:

1

2

3

Statement 6:

1

2

3

Statement 7:

1

2

3

Statement 8:

1

2

3

Statement 9:

1

2

3

Statement 10:

1

2

3

Have you been able to identify patterns in terms of what works and what doesn't?
Can you draw any conclusions about effective challenging? Make some notes below:

Worksheet 8: Linguistic sensitivity

1. Why, in your view, is language important in relation to promoting equality and valuing diversity?
2. What effect has the 'PC' approach had on efforts to develop appropriate forms of language?
3. What steps need to be taken to promote linguistic sensitivity?

Worksheet 9: Stereotypes

Consider the following examples of stereotypical statements and then answer the questions that follow:

- ▶ 'Scottish people are tight-fisted.'
- ▶ 'Irish people are slow on the uptake.'
- ▶ 'Women are indecisive.'
- ▶ 'Men are not capable of carrying out caring roles.'
- ▶ 'Gay people should not be trusted with children.'
- ▶ 'Disabled people need to be looked after.'
- ▶ 'Working class people are of low intelligence.'
- ▶ 'Today's young people are nothing but jobs and hooligans.'
- ▶ 'Psychiatric patients are likely to be violent.'
- ▶ 'Old people get confused very easily.'

1. What do the above statements have in common? What themes or patterns can you identify?

2. What problems might arise if we rely on stereotypes such as the above?

3. What steps can we take to try and avoid allowing stereotypes to influence our thoughts and actions?

Worksheet 10: Race and racism

'Racism is a multidimensional and complex system of power and powerlessness. It is a process through which powerful groups using deterministic belief systems and structures in society are able to dominate. It operates at micro and macro levels, is developed through specific cognitions and actions, and perpetuated through policies and procedures of social systems and institutions. These can be seen in the differential outcomes for less powerful groups in accessing services in the health and welfare, education, housing and the legal and criminal justice systems.'

(Burke B & Harrison P (2000) 'Race and racism in social work'. In: Davies M (ed) *The Blackwell Encyclopaedia of Social Work*. Oxford Blackwell, p283)

Consider the following elements of the quotation above and answer the questions that relate to them:

1. *'... a multidimensional system of power and powerlessness.'*

How might racism make some people feel powerful and other people feel powerless?

2. *'... deterministic belief systems'*

Ethnic minority groups are often seen in stereotypical terms. How might stereotypes promote racism?

3. *... it operates at micro and macro levels'*

Can you identify examples of racism at micro (small-scale, personal) and macro (large-scale, social and political) levels?

Worksheet 11: Definitions

How would your group define the following terms?

Race

Racism

Racialism

Ethnic

Culture

Indigenous

Immigrant

Notes from the plenary feedback and discussion session:

Worksheet 12: Facts and figures

Read Handout 13: Facts and Figures and then join with your group colleagues in answering the following questions:

1. What is your initial reaction to the information on the handout?
2. What steps need to be taken to tackle the inequalities identified in the handout?
3. What barriers might we encounter in trying to take such steps?
4. What can we do about such barriers?

Worksheet 13: Garfinkeling

Consider the following example of a Garfinkel-style gender switch and then (i) identify other examples; and (ii) consider why the gender switch can produce such significant results and what this tells us about how gender works in our society. Use the space below to make some notes.

The award was presented by the Chairwoman of the youth club committee, Katie Ellis. Attractive redhead Katie commented on how delighted she was with the excellent work done by the young people. Wearing a dark brown dress, with matching handbag and shoes, Katie glowed with pride throughout the ceremony.

The award was presented by the Chairman of the youth club committee, Mark Saunders. Attractive redhead Mark commented on how delighted he was with the excellent work done by the young people. Wearing a dark brown suit, with matching briefcase and shoes, Mark glowed with pride throughout the ceremony.

Worksheet 14: Gender

Consider the passage below and then answer the questions that follow:

'Gender is the social aspect of the differentiation of the sexes. Sociological discussion of this recognizes that social rather than biological processes are the key to understanding the position of women (and of men) in society. Notions that a woman's biology, such as her capacity to bear children, determined the shape of her life have been replaced by complex debates as to how different social processes interact to produce a great variety of patterns of gender relations. Emphasis has shifted towards understanding the diversity of the social practices which constitute gender in different nations, classes and generations.'

(Abercrombie N & Warde A, with Deem R, Penna S, Soothill K, Urry J, Sayer A & Walby S (2000) *Contemporary British Society*, 3rd edn. London, Polity, p193)

1. Gender owes more to social than to biological processes: this means that we have to abandon traditional ideas about fixed roles for men and women. What implications does this have for your work and your workplace?

2. How can you ensure that gender inequalities (for men or women) are not perpetuated in your work or your workplace?

Worksheet 15: Roles

Part one

1

(i)

(ii)

(iii)

2

(i)

(ii)

(iii)

3

(i)

(ii)

(iii)

4

(i)

(ii)

(iii)

5

(i)

(ii)

(iii)

6

(i)

(ii)

(iii)

7

(i)

(ii)

(iii)

8

(i)

(ii)

(iii)

9

(i)

(ii)

(iii)

10

(i)

(ii)

(iii)

Part two

Can you notice any themes or patterns in relation to gender arising from your answers?

Part three

What implications might these have for gender equality?

Worksheet 16: Age stereotypes

What stereotypes can you identify in relation to older people – for example, that they are deaf or hard of hearing? List any such stereotypical assumptions below. What implications might these stereotypes have?

Worksheet 17: Statements about age

Consider the following statements. What do they tell us about attitudes towards ageing and older people? What assumptions do they make? Are they positive assumptions or negative and unhelpful?

1. 'We need someone young and dynamic.'
2. 'There's no fool like an old fool.'
3. 'I was so much older then, I'm younger than that now.' (Bob Dylan)
4. 'She's young at heart.'
5. 'You can't teach an old dog new tricks.'
6. 'Education is wasted on the young.'

7. 'You're as old as you feel.'

8. 'Age before beauty.'

9. 'What do you expect at your age?'

10. 'I'm too young to die.'

Worksheet 18: Perspectives on disability

Consider the following two sets of questions and then, in your groups, answer the questions that follow:

1. Survey of disabled adults (OPCS, 1986)
 - a. What complaint causes you difficulty in holding, gripping or turning things?
 - b. Are your difficulties in understanding people mainly due to a hearing problem?
 - c. Do you have a scar, blemish or deformity which limits your daily activities?
 - d. Does your health problem/disability mean that you need to live with relatives or someone else who can help look after you?
 - e. Does your health problem/disability affect your work in any way at present?

2. Alternative questions from Oliver M (1990) *The Politics of Disablement*. London, Macmillan:
 - a. What defects in the design of everyday equipment, like jars, bottles and tins, causes you difficulty in holding, gripping or turning them?
 - b. Are your difficulties in understanding people mainly due to their inability to communicate with you?
 - c. Do other people's reactions to any scar, blemish or deformity you may have limit your daily activities?
 - d. Are community services so poor that you have to rely on relatives or someone else to provide you with the right level of personal assistance?
 - e. Do you have problems at work because of the physical environment or the attitudes of others?

1. How does the approach underpinning the second set of questions differ from that underpinning the first set?

Worksheet 19: Sexual orientation: the law says...

Read the summary of the law relating to discrimination on the grounds of sexual orientation (on **Handout 16: Sexual orientation: the law says...**) and answer the following questions:

1. What implications might these legal requirements have for your role and for your organisation more broadly?
2. What steps need to be taken to secure legal compliance and to promote best practice?
3. What obstacles might you encounter in trying to promote best practice?
4. How might you avoid, remove or minimise the impact of these barriers?

Worksheet 20: Religion: the law says...

Read the summary of the law relating to discrimination on the grounds of religion or belief in the handout and answer the following questions:

1. What implications might these regulations have for your role and for your organisation more broadly?
2. What steps need to be taken to secure legal compliance and to promote best practice?
3. What obstacles might you encounter in trying to promote best practice?
4. How might you avoid, remove or minimise the impact of these barriers?