Diversity, equality and the law in the UK

Topic 1: What is equality? What is inequality? What is the difference between equality of opportunity and equality of outcome?

Learning intentions:
- Define the terms equality, inequality and discrimination
- Explain the difference between equality of opportunity and equality of outcome
- Assess situations where there is an issue of inequality and suggest what might be done to address this, giving reasons for their viewpoint.

What does equality and inequality mean to you?
Ask students to record what the terms equality and inequality mean to them. Students write down their responses to return to later in this activity.

That's not fair!
Organise students to work in groups of about 5 to discuss one or more of the ‘That’s not fair! Scenarios’ on resource sheet 1.

Before they begin to discuss what they think with others, they should read the scenario, identify and record 2 or 3 reasons for why they think what they think.

These scenarios are particularly useful for drawing out understandings of equality and fairness and whether this means treating everyone the same, or treating people differently.

<table>
<thead>
<tr>
<th>a)</th>
<th>Who deserves cake? There are 6 pieces of cake and 7 people – choose who deserves cake and be prepared to explain the reason for your choice</th>
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<tr>
<td>b)</td>
<td>Who should play in the next match? As team captain you need to decide on the last person who gets to play in the next match and explain why to the rest of the team.</td>
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<tr>
<td>c)</td>
<td>Who should represent us? Your school council is electing a class representative and you need to decide who to vote for and give the reason for your choice.</td>
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Refer to resource sheet 1 for the full scenario descriptions.
Class debrief
Take feedback from the group discussions and record key points and reasons. Ensure you ask students to explain the reasons for their own choices and ask them to share what others in their group thought and why.

Some students may respond to the cake scenario by suggesting that the cake is recut to ensure everyone can have some. You should encourage students to give reasons for why they think this would be the fairest thing to do, for example, when one person in the group has not had any food today and everyone else has.

What do equality and inequality mean?
Next, ask students to compare their own definitions for the terms equality and inequality with those provided by the Equalities and Human Right Commission, and identify any similarities and differences. Ensure students also understand the term discrimination.

- Equality is having equal opportunities and rights. It is being treated fairly. It also means being able and supported to reach your potential.

- Inequality is when people aren’t given equal opportunities and rights. They are treated unfairly and experience discrimination.

- Discrimination is the unfair treatment of someone because of their particular characteristics e.g. race, religion, gender etc.

(Equality and Human Rights Commission)

Equality of opportunity vs Equality of outcome
Ask students to think about an example of when we all have to take the same test to be able to do something, e.g. take Mathematics GCSE to gain the qualification; take the driving test to be able to drive; attend a job interview to get a new job.

Show students cartoon 1 in resource sheet 2 - the 'climb the tree test'.

Ask students to look at the cartoon and describe what they see. Encourage them to identify the characteristics of each animal including any barriers or advantages that each might have in completing the climb the tree test.

Ask them: what could be done to ensure everyone has an equal chance to get to the top of the tree? For example, a ladder could be put against the tree; one animal could help another reach the top.
Explain the idea of equality of outcome and equality of opportunity using education as the example.

- Equality of opportunity is when everyone has the same chance to achieve a particular goal – so treating everyone the same. E.g. making everyone take the same test in the same way to get a GCSE
- Equality of outcome is finding ways to ensure that anyone who has the ability can achieve the same goal – so treating people differently. E.g. providing additional time for someone with dyslexia so everyone has the same chance to achieve a GCSE.

Next ask students to consider examples in life and at work when equality of outcome might demand we treat people differently to ensure everyone has the chance to achieve the same outcomes, for example:

- using public transport
- watching a film at the cinema
- attending a football match

What issues might different people have in being able to do these activities? What could be done to enable equality of outcome?

Show students the ‘equality v equity cartoon’ on resource sheet 3.

What is the difference between the two images? Reinforce understanding that to achieve equality of outcome this means treating people differently.

**Class debrief and discussion**
Ask students to discuss the question: If there is inequality in UK is it more likely to be because of inequality of opportunity or outcome? Encourage them to give reasons for their views. You could start students off in pairs before engaging the whole class.
Resource Sheet 1

‘That’s not fair!’ scenarios

a) Who deserves cake?
   There are 6 pieces of cake and 7 people – choose who deserves cake and be prepared to explain the reason for your choice.
   Choose from:
   - the person who hasn’t eaten today
   - the person who made the cake
   - the person who is prepared to wash up
   - the person cutting the cake
   - the person who’s birthday it is
   - the person who is eldest

b) Who should play in the next match?
   As team captain you need to decide on the last person who gets to play in the next match and explain why to the rest of the team.
   Choose from:
   - someone new to the team
   - some who didn’t play in the last match
   - the person who always comes to training practice
   - the person who scores most goals but also commits most fouls

b) Who should represent us?
   You are electing a class representative to your school student council and you need to decide who to vote for and give the reason for your choice.
   Choose from:
   - the person who speaks most confidently
   - the person who promised to keep everyone informed about what is going on
   - the most popular person in the year
   - a boy in your class because there are already more girls than boys on the council.
Take a moment to look at the climb the tree test image above. Describe what you see and then discuss:

- Which animals have the characteristics to climb the tree?
- Which cannot climb the tree and why?
- What can be done to help everyone climb the tree?
Resource Sheet 3

Equality vs Equity cartoon

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