

## Inclusion – What I can do

This exercise gives pupils an opportunity to explore how they can participate in and influence democratic processes, and promote equality within their school and local community. The exercise links with the key concepts of Equality and Social Justice and Democracy and Active Participation within Learning for Life and Work: Local and Global Citizenship at Key Stage 3 of the Northern Ireland Curriculum.

Some sources of background information:

[www.equalityni.org](http://www.equalityni.org)

[www.equalityni.org/Keyinequalities 2007.pdf](http://www.equalityni.org/Keyinequalities%202007.pdf)

[www.some-ni.co.uk/your-rights/](http://www.some-ni.co.uk/your-rights/)

## Exercise Instructions

The following pages illustrate difficulties that some people face in course of their everyday life. The Northern Ireland government has taken steps in order to safeguard individual and collective rights, and try to ensure that everyone in our society is treated fairly. Some of these steps are highlighted in the first section of each page.

However every organisation and every individual has a responsibility to think about how they can contribute to achieving an equitable and just society.

### First Task

Find out what policies and practices your school has in place to ensure that pupils are not treated unfairly because of their race, sexual orientation, disability or gender and write these into the space provided next to the heading Action Taken By Schools. You should think about policies and practices that your school does not yet have in place and write these into the space also. When you finish this task, you could talk to your teacher about how your suggestions for further action might be presented to your school Principal or Board of Governors.

### Second Task

Think about the things that you do in school and in your local community to help ensure that people are not treated unfairly because of their race, sexual orientation, disability or gender and write these into the space provided next to the heading Action Taken By Me. You should think about actions that you do not yet do and write these into the space also. When you finish this task, you could talk to your teacher about how you might begin to put these suggestions into action.

## Further Information

Further information about the Equality Commission and equality laws in Northern Ireland can be found on:

[www.equalityni.org](http://www.equalityni.org)

Or by contacting our Enquiry Line:

Telephone: 028 90 890 890

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The Problem	Action by	Possible Solutions
<p>Many Irish Traveller children refuse to attend school because other pupils call them names and refuse to include them in their activities.</p>	<p>The Government</p> 	<p>In relation to their policies and practices, the Government has ...</p> <p>Made it law that Irish Travellers are protected from unfair treatment and harassment on the grounds of their race (Race Relations (Northern Ireland) Order 1997).</p> <p>Included race as one of the groups covered by Section 75 of the Northern Ireland Act 1998. The aim of this Act is to change the practices of government and public authorities so that equality of opportunity and good relations are central to policy making, policy implementation, policy review and service delivery.</p>
	<p>Schools</p> 	<p>In relation to their policies and practices, my school has ...</p> <p>In addition to this my school could....</p>
	<p>Me</p> 	<p>Things I do (at school and in my local community) ...</p> <p>I could do.....</p>

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<p>Some boys and girls are afraid in school because other pupils call them names and bully them because they are gay or lesbian.</p>	<p>The Government</p> 	<p>The Government has ...</p> <p>Made it law that all pupils are protected from bullying at school (The Education and Libraries (Northern Ireland) Order 2003).</p> <p>Included sexual orientation as one of the groups covered by Section 75 of the Northern Ireland Act 1998. The aim of this Act is to change the practices of government and public authorities so that equality of opportunity and good relations are central to policy making, policy implementation, policy review and service delivery.</p>
	<p>Schools</p> 	<p>In relation to their policies and practices, my school has ...</p> <p>In addition to this my school could....</p>
	<p>Me</p> 	<p>Things I do (at school and in my local community) ...</p> <p>I could do.....</p>

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<p>Disabled boys and girls who are wheelchair users cannot attend some schools because they cannot get into or move around the school buildings.</p>	<p>The Government</p> 	<p>The Government has ...</p> <p>Made it law that disabled pupils and students are protected from unfair treatment and harassment in school on the grounds of their disability (Special Educational Needs and Disability (Northern Ireland) Order 2005 (as amended)).</p> <p>Included disability as one of the groups covered by Section 75 of the Northern Ireland Act 1998. The aim of this Act is to change the practices of government and public authorities so that equality of opportunity and good relations are central to policy making, policy implementation, policy review and service delivery.</p>
	<p>Schools</p> 	<p>In relation to their policies and practices, my school has ...</p> <p>In addition to this my school could....</p>
	<p>Me</p> 	<p>Things I do (at school and in my local community) ...</p> <p>I could do....</p>

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<p>Careers advisers in some schools seem to think that there are still 'girls' jobs and 'boys' jobs. They discourage girls from taking an interest in occupations in construction or engineering and boys from taking an interest in occupations in the caring sector.</p>	<p>The Government</p> 	<p>The Government has ...</p> <p>Made it law that people should not be treated unfairly on the grounds of their sex (Sex Discrimination (Northern Ireland) Order 1976 (as amended)).</p> <p>Included men and women generally as one of the groups covered by Section 75 of the Northern Ireland Act 1998. The aim of this Act is to change the practices of government and public authorities so that equality of opportunity and good relations are central to policy making, policy implementation, policy review and service delivery.</p>
	<p>Schools</p> 	<p>In relation to their policies and practices, my school has ...</p> <p>In addition to this my school could....</p>
	<p>Me</p> 	<p>Things I do (at school and in my local community) ...</p> <p>I could do.....</p>