

Do Now

Prejudice and Discrimination: what is ableism?



Marissa uses a wheelchair. She recently applied for a job on reception in a sports centre. The interview seemed to go well, but as she was leaving, Marissa heard one of her interviewers comment to the other, 'I don't know, I mean, is it a good look if she's on the front-desk?'

Discuss: Why do you think the interviewer said this? Explain why this was discriminatory.



How would you define the term 'ableism'?

I would define ableism as...

We may make the assumption (although we can't ever say 100% without being able to read a person's thoughts) that this comment was made because Marissa uses a wheelchair. Perhaps the interviewer has very old fashioned views about people who have disabilities and sport. After all, this did happen in a sports centre. It's hard to believe people still think this way in an age of Paralympian champions – and fortunately these ideas are dying, however, some employers will still try to avoid hiring people with disabilities if it means they have to make costly adjustments to the work environment. This actually breaks the **Equality Act 2010**.



Employment Law is intricate and complicated. You have a right to be treated fairly under employment law, but you also have a responsibility to know about it, especially when it applies to your personal circumstances.

Prejudice and Discrimination: what is ableism?



Learning outcomes:

Investigate how people with disabilities (including invisible disabilities) sometimes face prejudice and discrimination.

Define ableism and accurately assess case studies for incidents of ableism.



Ableism - discrimination in favour of able-bodied people.

Prejudice - a negative attitude toward another person or group for a pre-conceived reason.

Discrimination - the unjust or prejudicial treatment of different categories of people. E.g ethnicity, age, sex, or disability.

Some say that we all have some level of internalised ableism – but what do we mean by this and how would it present itself?

<https://www.youtube.com/watch?v=vmYC1MevSms>



What is internalised ableism and how might it present itself?



ANSWERS – please add any additional information you collected to the mind map as we review together:

<https://www.youtube.com/watch?v=vmYC1MevSms>



*Some have opinions that disabled people ask for too **little** help*

What is internalised ableism and how might it present itself?

*Some have opinions that disabled people ask for too **much** help*

It is ableist to rank disabled people, depending on how disabled they are.

*Many of us still view each other as **more or less** normal*

Many feel they have to try and 'overcome' their disability.

*Accidentally getting the name of a diagnosis wrong is **NOT** ableism – if you are willing to learn.*

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There are times when people are being ableist without realising because of naivety – yet there are also times when people are being deliberately ableist, for another motivation (for example to save money as we saw in today's starter).

Do you think you would be able to call out the difference? Remember we can never be 100% sure of people's intentions, but we should be now be able to tell the difference.

Case study – is this a microaggression, use of offensive language, bullying or innocent action?	MA / OI / Bullying / Innocent	Explain why you have decided this is the case. What should the victim do and (if time) what would you do as a witness?
<p>Craig (17) and his mates often go to the corner shop on the way home from school. Craig thought it would be funny one day to imitate Mr Patel (the shop owner) in voice when he spoke to him. Now, whenever Craig's friends visit the store, they all put on fake Pakistani accents and speak loudly, thinking it's funny. Mr Patel hasn't said anything to them yet, but when they do this he looks visibly upset.</p>		
<p>Alan loves rap. He writes his own lyrics about his classmates (who usually enjoy this), and at lunchtime will wander around the corridors and form rooms, dropping new lyrics about friends he sees – never insulting anyone, just having fun.</p> <p>One day, overheard, Alan enters a room of friends and shouts, "how we doin', my NAWROCK?"</p>		
<p>Cara is clinically obese. She is aware of this and wants to do something about it. After a long session at the gym, she walked out of the door and little old who. Cara doesn't know, patted her on the arm and said, "good for you, my girl".</p>		
<p>Passing by the gym, she saw an obese girl, sweating after the gym. "I used to be like that. Thought the lady, "it's make a change". She decided to congratulate her, but she looked almost angry.</p>		
<p>A teacher uses a resource pack which mentions a Pakistani man owning a corner shop. A student who has been paying attention points out that this is a stereotype, and could be seen to be a microaggression.</p>		

Complete your case study sheet, whilst you do, you can discuss ideas with a partner.

<i>Case study – is this a clear-cut case of ableism do you think? Or something else?</i>	Y/N	Explain your answer in detail and be prepared to feedback to the class.
<p>Sarah’s teacher consistently assigns group projects where students are required to work together to complete assignments. Sarah is visually impaired and relies on screen-reading software to access digital materials. Despite her repeated requests for accessible materials and accommodations, the teacher continues to assign tasks that heavily rely on visual content, such as PowerPoint presentations and diagrams, without providing alternative formats or accommodations for Sarah.</p>		
<p>A group of friends decides to go to a local amusement park for a day of fun. One of the friends, Alex, is a wheelchair user. When they arrive at the park, they realize that most of the rides are not accessible to Alex due to a lack of ramps, elevators, or accessible seating. Despite Alex’s disappointment, the group decides to split up and go on the rides that Alex cannot participate in, leaving them to wait alone while the others enjoy the attractions.</p>		
<p>In a workplace, a team is collaborating on a project with a tight deadline. One team member, Lisa, who lives with autism, consistently arrives late to meetings and misses deadlines for her tasks as she has other personal routines that must be completed each morning. Despite reminders and feedback from her colleagues and supervisor, Lisa continues to struggle with time management and meeting commitments. Her manager has put her on a support plan.</p>		
<p>Danii’s teacher assigns a group project where students are required to work together to analyse a complex case study and present their findings to the class. Danii who has dyslexia, struggles with reading and writing tasks. During the group project, Danii’s team members express frustration with her slower pace and difficulty in organising written materials. However, once Danii explains why she is struggling to her group, they apologise and become very accommodating.</p>		

<i>Case study – is this a clear-cut case of ableism do you think? Or something else?</i>	Y/N	Explain your answer in detail and be prepared to feedback to the class.
Sarah’s teacher consistently assigns group projects where students are required to work together to complete assignments. Sarah is visually impaired and relies on screen-reading software to access digital materials. Despite her repeated requests for accessible materials and accommodations, the teacher continues to assign tasks that heavily rely on visual content, such as PowerPoint presentations and diagrams, without providing alternative formats or accommodations for Sarah.	Y	By ignoring Sarah's requests for accessible materials and failing to make necessary accommodations, the teacher is effectively excluding her from fully engaging in the learning process. Sarah's visual impairment is a known disability that requires specific accommodations to ensure equal access to education. The teacher's consistent refusal to accommodate her needs disregards her rights as a student with a disability and perpetuates a discriminatory environment where certain students are disadvantaged based on their abilities – so yes this is ableism and hard to attribute to nativity.
A group of friends decides to go to a local amusement park for a day of fun. One of the friends, Alex, is a wheelchair user. When they arrive at the park, they realize that most of the rides are not accessible to Alex due to a lack of ramps, elevators, or accessible seating. Despite Alex's disappointment, the group decides to split up and go on the rides that Alex cannot participate in, leaving them to wait alone while the others enjoy the attractions.	Y	The amusement park's failure to provide accessible facilities and rides for individuals with disabilities creates barriers to participation for wheelchair users like Alex. By not ensuring equal access to all visitors, the park perpetuates a system of exclusion and discrimination based on physical abilities. The decision of the group to split up and leave Alex behind while they enjoy the rides further marginalizes Alex and reinforces their feelings of isolation – however – we do not know whether Alex suggested this as may not have wanted them to miss out either. We <u>can't</u> attribute the ableism of the park to nativity – yet it may have been built before the Equality Act 2010 – meaning the park may have to make adjustments to remain legally open too.
In a workplace, a team is collaborating on a project with a tight deadline. One team member, Lisa, who lives with autism, consistently arrives late to meetings and misses deadlines for her tasks as she has other personal routines that must be completed each morning. Despite reminders and feedback from her colleagues and supervisor, Lisa continues to struggle with time management and meeting commitments. Her manager has put her on a support plan.	N	Lisa may not have wanted to go on a support plan (as these are sometimes interpreted as warnings to get your act together), but this may <u>actually be</u> the workplace trying to be more accommodating for Lisa. At this present moment in time, this is not ableism and may be the employer attempting to be supportive under the Equality Act 2010.
Danii’s teacher assigns a group project where students are required to work together to analyse a complex case study and present their findings to the class. Danii who has dyslexia, struggles with reading and writing tasks. During the group project, Danii’s team members express frustration with her slower pace and difficulty in organising written materials. However, once Danii explains why she is struggling to her group, they apologise and become very accommodating.	N	In this scenario, while there may be a potential for misinterpretation of ableism due to frustration and lack of understanding, the underlying issues primarily revolve around communication, awareness, and support for students with learning disabilities. By fostering open dialogue, providing appropriate accommodations, and promoting empathy and understanding among classmates, such misunderstandings can be addressed and resolved effectively, as in this case. We must remember that ANY student can <u>struggle</u> and it doesn't mean we automatically assume they are struggling due to a learning difference. Had the students have continued, this would have been Y.

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Useful, legitimate and appropriate helplines and charities:

[Young Minds](#). Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544



[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

<https://www.disabilityrightsuk.org/guidance-resources>

A guide to your rights as a person with disabilities in the UK

[Mental Health Foundation](#). Information and support for anyone with mental health problems or learning disabilities.



Reporting a Concern at Thornden School

- It is important to us that all of you feel safe, happy and belong at Thornden.
- We also know that sometimes it is not as easy as simply telling a member of staff
- It could be:
 - A friend you are worried about
 - Someone being unkind to you
 - Something you have heard and think we should know



How can you report anything you are worried about?

- Speak to a member of staff or parent / carer
- Visit the Well Being Den or Head of Year area
- On Satchel each week you will be sent a link to a form to share any worries you have
- On our school website homepage there is a 'Report a Concern' link.
- In the Student Bulletin there is a 'Report a Concern' link
- On all school desktops there is a 'Report a Concern' logo to click and report anything

Need Support? You're Not Alone



If anything in today's lesson has affected you, or you want to talk to someone, there is help available.

Mental Health & Low Mood

YoungMinds – <https://www.youngminds.org.uk>

Kooth – <https://www.kooth.com>

Mind – <https://www.mind.org.uk>

Talk to Someone

Your Tutor or Head of Year – We're here to help.

Wellbeing Team and School Nurse

Report a Concern on Satchel

Safeguarding Team with the Purple lanyards

Healthy Lifestyle

NHS Every Mind Matters – <https://www.nhs.uk/every-mind-matters>

Change4Life – <https://www.nhs.uk/change4life>

Apps That Can Help

Calm – For mindfulness and sleep.

Headspace – Meditation and stress relief.

Clear Fear – Manage anxiety (designed for young people).

MeeTwo – Anonymously talk to other teens, moderated by experts.

Eating Concerns

Beat Eating Disorders –

<https://www.beateatingdisorders.org.uk>

NHS Live Well – Eating Disorders –

[https://www.nhs.uk/mental-](https://www.nhs.uk/mental-health/conditions/eating-disorders/)

[health/conditions/eating-disorders/](https://www.nhs.uk/mental-health/conditions/eating-disorders/)