Employment, Social Media & Sectarianism

SOS

SENSE OVER SECTARIANISM

The Scottish Government

Glasgow CITY COUNCIL

Introduction

There is an inextricable link between the 3 headline topics when addressing the employability opportunities for young people in modern day Scotland.

Recent legislation and a rise in on-line hate crime, some of which is around the topic of Sectarianism, mean that possible prosecution for online offensive behaviour significantly reduces employability opportunities. Indeed, online behaviour which an employer would deem offensive can also lead to the same result.

High levels of youth unemployment have led to greater competition for jobs in the current market place and student places at colleges and universities.

Increasingly Employers and Further Education establishments are monitoring the social media activity of both potential candidates and current employees and students.

To better prepare our young people this series of workshops look to inform the participants about potential Prejudice & Discrimination while also examining the history of sectarianism in Scotland in relation to employment and to explain the impact and purpose of recent legislation.

Using real life examples and related activities the purpose of this lesson pack is to explain the links between Employability, Social Media and Sectarianism in the current context.

The related experiences and outcomes for the Curriculum for Excellence are detailed at the end of this document.

Contents

Lesson One

5 Mins

Explain the link between the 3 headings
(Discussion)

Historically employment opportunities were often linked to the religious affiliation of an applicant. The content of this lesson will expand and explain the circumstances around this fact.

In modern times there is legislation in place to protect applicants from this type of prejudice and discrimination. The content of this lesson will expand and explain the circumstances around this fact.

The rise of social media has directly impacted the lives of people affected by sectarianism with online crimes rising and some high profile cases of arrests and prosecutions.

While some of this online behaviour is in indeed criminal, much of the cases of online prejudice and discrimination are experienced tacitly as potential employers, universities and colleges examine the 'digital footprint' of applicants before making offers of interviews and employment.

Question
Which social media platforms are used by people in the group?

Question
What is a digital footprint?

Lesson One

5 Mins

Explain the current employment situation
(Discussion)

Discuss the percentage of school leavers who enter Full Time Employment

This varies school to school but the average is approximately 20%*

Discuss the percentage of school leavers who enter Higher or Further Education

This varies school to school but the average is approximately 55-60%*

Discuss the high number of young people (aged 16-24) who are vulnerable to being "underemployed", working in Part Time Employment and or on "Zero Hour Contracts"

Stress how competitive this makes these market places and why a positive digital footprint would be an advantage with a view to employability.

*Percentage figures sourced from GCC Schools Summary Document 2017

Lesson One

5 Mins

Explain the history of discrimination in the workplace in Scotland
(Discussion)

For many years in Scotland the religious denomination someone was affiliated to or the school which they attended would have an impact on possible career choices and the jobs which were open to them.

Many employers would either have an open policy of non employment of a particular religion or religious denomination or a tacit agreement between owners and management that people with an affiliation to a particular religion would not be employed by their company.

This prejudice and ultimate discrimination was experienced in many sectors of the workplace including engineering, manufacturing, sport, legal firms, sales organisations and service companies to name but a few.

Question
Ask the group if they were aware of this and if so why?

Question
Ask the group how they feel about this kind of prejudice and discrimination and why?

Lesson One

15 Mins

What is Prejudice & Discrimination?
(Activity)

The object of this activity is to actively engage the participants in thinking about what the definitions are; and examples thereof; of these 2 key behaviours, namely, Prejudice and Discrimination. This activity is ideally suited to working in small groups where participants will have maximum opportunity to discuss their understandings and opinion.

In their groups the learners should be encouraged to think about, discuss and write down sentences which would answer two questions which would be asked one at a time. They should then be encouraged to do the same for examples of this type of behaviour. The groups' answers should be unpacked as a collective and agreement or challenge discussed one question at a time.

Once the groups have "fed in" their definitions and examples, the whole group should discuss examples of sectarian behaviour related to each of the first 2 terms in terms of Employment and Social Media use.

(It is helpful to have laminated cards printed up to give to each group as they work through each of the following questions.)

Question
What is Prejudice?

Question
What is Discrimination?

The answers to the 2nd question will determine how much understanding and learning has been achieved. A clear link between, Prejudice (the thinking) and Discrimination (the doing or acting), and Sectarianism should be identified and understood!

Lesson One

5 Mins

The Law around Employment & Equalities
(Discussion)

Explain the Law
- The Employment Equality (Religion or Belief) Regulations 2003
- The Equality Act 2010

The Employment Equality (Religion or Belief)

The law to end discrimination on grounds of religious belief came into force in 2003. This meant that employers could no longer discriminate legally and provided job applicants with protection and a means to challenge decisions should they feel that they have been the victim of this type of discrimination.

The Equality Act

In 2010 The Equality Act came into force which superseded the previous legislation and included the protection of another 8 characteristics; - (see how many of these the group can guess before reading out the list below)

Age
Disability
Gender Reassignment
Marriage & Civil Partnership
Pregnancy & maternity
Race
Religion of Belief
Sex
Sexual Orientation

Activity

See appendix and challenge the class groups to come up with all 9 protected characteristics of the Equality Act 2010.

Lesson Two

While lesson one was a mixture of discussion and activities lesson two is mainly activities based. The aim is to get the group to decide for themselves what types of online behaviours are acceptable and unacceptable. And also to recognise that what they may see as acceptable may not be seen as acceptable by potential employers.

Ask the young people to read and research the following cases of online behaviour which has led to arrests and conviction for online sectarian crimes. Alternatively have a group discussion around relevant examples from the list below.

Examples of online crimes

Clutha Vaults – Glasgow School Boy
http://news.stv.tv/west-central/251242-clutha-crash-teenager-detained-over-twitter-sectarian-comment/

David Limond
http://www.scotsman.com/news/scotland/top-stories/david-limond-jailed-for-6-months-for-sectarianism-1-3262906

Neil Lennon Threats – David Craig
http://www.bbc.co.uk/news/uk-scotland-glasgow-west-17219700

Morrison's Worker from Bannockburn – William Kilpatrick
http://news.stv.tv/stirling-central/245012-william-kilpatrick-jailed-for-threatening-facebook-posts-about-neil-lennon/

Megan McFadden – Celtic Player Facebook Posts
https://www.dailyrecord.co.uk/news/scottish-news/young-celtic-ladies-starlet-gets-5096139

Sean Cowan – Rangers Fan
https://www.thescottishsun.co.uk/news/1869591/rangers-fan-sean-cowan-neil-lennon-shoot-threat-facebook-spared-jail/

Deryck Connor – Rangers Fan Racist and Sectarian Tweets
https://www.thescottishsun.co.uk/news/1400652/rangers-supporter-tweets-moussa-dembele-chris-sutton/

Crown Prosecution Staff – Offensive Emails
https://www.dailyrecord.co.uk/news/scottish-news/workers-caught-crown-office-abuse-10762284

Lesson Two

Furthermore, the aim is get the group to recognise that acceptable online behaviour such as email addresses, or social media posts, with references to football teams or religious and political ideology may lead to tacit prejudice and discrimination.

Lastly get the group to think about online behaviours of their friends and family (their circle of influence) and the possible impact on people's opinions of you by their association to them.

After each activity a brief discussion should take place exploring the opinions and experiences of the group.

Email Addresses
- Acceptable
- Unacceptable
- Acceptable but likely to lead to prejudice

Social Media Posts
- Acceptable
- Unacceptable
- Acceptable but likely to lead to prejudice

How private is the information on your digital footprint?
- Who can see it?
- Who uses it?
- How is it used?

Imagine you are the employer, what background checks would you carry out?
- Acceptable
- Unacceptable

Think about your own social media accounts, what do you think is posted and might influence an employer?

Think about your Friend's and Families social media accounts, what do you think is posted and might influence an employer (about them or about you)?

Lesson Two

Facebook as an example

Time permitting ask the young people to read and research the following explanation of the terms and conditions which are agreed to by Facebook users. The majority of which are potentially never read by users of the social media platform. Alternatively have a group discussion about these terms and conditions.

Facebook Terms & Conditions

http://www.digitaltrends.com/social-media/terms-conditions-facebooks-data-use-policy-explained/#!6kL1z

Appendix 1 - Discussion Cards

WHAT IS PREJUDICE?

WHAT IS DISCRIMINATION?

Appendix 2 - The Law around Equalities

15 Mins

The Law around Employment & Equalities
(Discussion)

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- The Employment Equality (Religion or Belief) Regulations 2003
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In 2010 The Equality Act came into force which superseded the previous legislation and included the protection of another 8 characteristics; - (see how many of these the group can guess before reading out the list below)

Age
Disability
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Pregnancy & maternity
Race
Religion of Belief
Sex
Sexual Orientation

Appendix 2 - The Law around Equalities

WHAT ARE THE 9 PROTECTED CHARACTERISTICS OF THE EQUALITY ACT 2010

1.

2.

3.

4.

5.

6.

7.

8.

9.

Appendix 3 - SOS and Curriculum for Excellence

Introduction

Many secondary schools in Glasgow are delivering SOS projects within their curriculum and using the resources that have been developed to support the work including:

• Scarfed for Life – Drama Study
• Employment, Social Media & Sectarianism Workshops

These resources provide the opportunity for teachers to explore the issue of sectarianism in a safe and challenging environment and address 4 key questions:

• What is sectarianism?
• How does sectarianism manifest itself in our community?
• How does sectarianism impact on individuals and society?
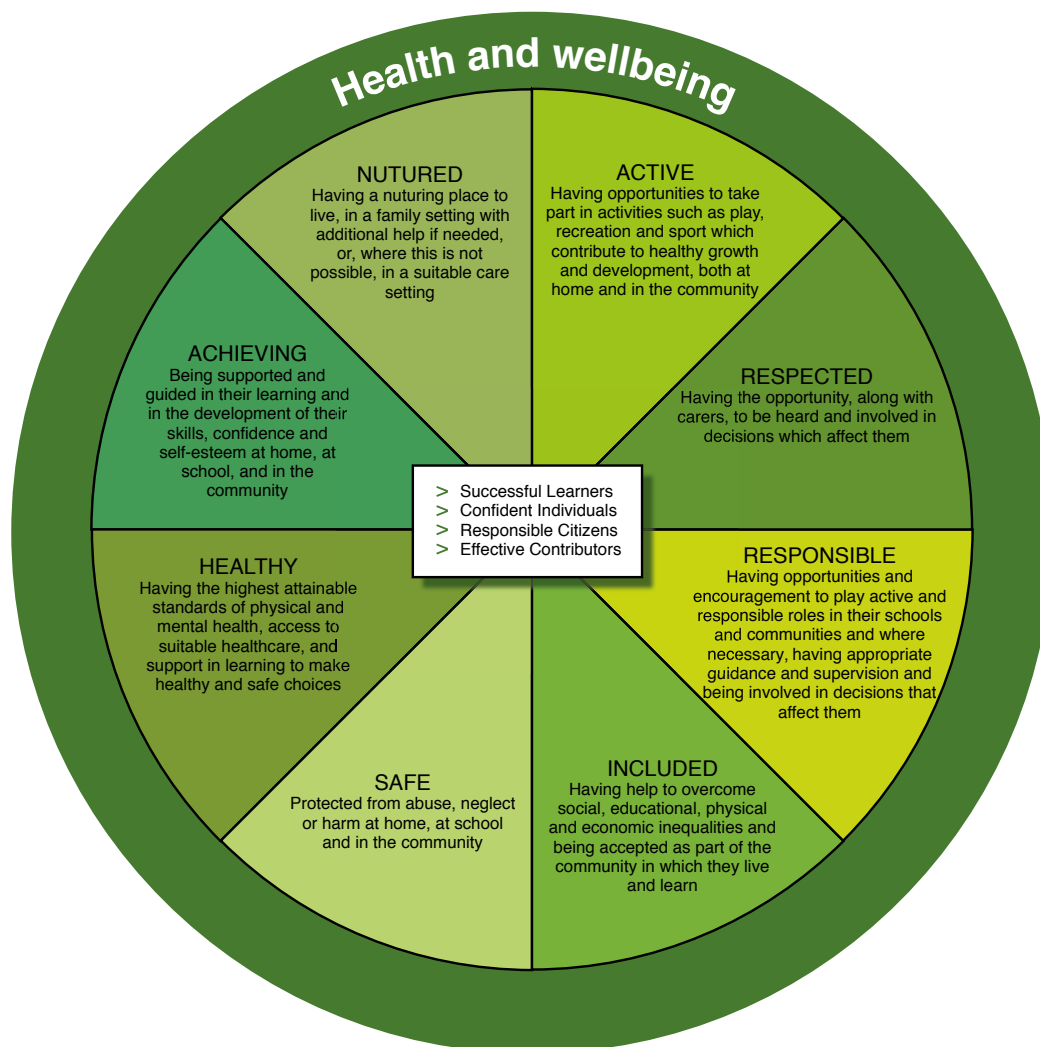• What actions can I take to deal with sectarianism?

While many schools shape up their own projects and may use different resources, exploring these key questions through the above resources gives the opportunity for teachers to deliver to the following experiences and outcomes at the 3rd & 4th Level within Curriculum for Excellence:

1. Health and Wellbeing

Learning in health and wellbeing ensures that young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables young people to:

• make informed decisions in order to improve their mental, emotional, social and physical wellbeing
• experience challenge and enjoyment
• experience positive aspects of healthy living and activity for themselves
• apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
• make a successful move to the next stage of education or work
• establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

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Health and wellbeing

NUTURED
Having a nuturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting

ACTIVE
Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community

ACHIEVING
Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school, and in the community

RESPECTED
Having the opportunity, along with carers, to be heard and involved in decisions which affect them

> Successful Learners
> Confident Individuals
> Responsible Citizens
> Effective Contributors

HEALTHY
Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices

RESPONSIBLE
Having opportunities and encouragement to play active and responsible roles in their schools and communities and where necessary, having appropriate guidance and supervision and being involved in decisions that affect them

SAFE
Protected from abuse, neglect or harm at home, at school and in the community

INCLUDED
Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn

Potential 3rd & 4th Level Health and Wellbeing Outcomes that could be met

- I am aware of and able to express my feelings and am developing the ability to talk about them.

  (HWB 3-01/ 4-01a)

- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

  (HWB 3-02/ 4-02a)

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

  (HWB 3-03/ 4-03a)

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- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

  (HWB 3-04/ 4-04a)

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

  (HWB 3-05/ 4-05a)

- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

  (HWB 3-07/ 4-07a)

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

  (HWB 3-08/ 4-08a)

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

  (HWB 3-09/ 4-09a)

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

  (HWB 3-010/ 4-10a)

- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

  (HWB 3-11/ 4-11a)

- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

  (HWB 3-12/ 4-12a)

- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

  (HWB 3-13/ 4-13a)

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- I value the opportunities I am given to make friends and be part of a group in a range of situations.

  (HWB 3-14/ 4-14a)

- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning

  (HWB3-19a)

- Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.

  (HWB4-19a)

- I understand the importance of being cared for and caring for others in relationships, and can explain why

  (HWB 3-44a/4-44a)

2. Literacy across Learning

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy.

The development of literacy skills plays an important role in all learning.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages

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- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

Potential 3rd & 4th Level Literacy Outcomes that could be met are:

- I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I regularly select subject, purpose, format and resources to create texts of my choice and am developing my own style.

  (LIT 3-01a/4-01a)

- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

  (LIT 3-02a)

- When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

  (LIT 4-02a)

- As I listen or watch, I can:
  o identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
  o identify and discuss similarities and differences between different types of text
  o use this information for different purposes.

  (LIT 3-04a)

- As I listen or watch, I can:
  - clearly state the purpose and main concerns of a text and make inferences from key statements
  - compare and contrast different types of text
  - Gather, link and use information from different sources and use this for different purposes.

  (LIT 4-04a)

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- As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

  (LIT 3-05a/4-05a)

- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

  (LIT 3-06a/4-06a)

- I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.

  (LIT 3-07a)

- I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.

  (LIT 4-07a)

- To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

  (LIT 3-08a)

- To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.

  (LIT 4-08a)

- When listening and talking to others for different purposes and ideas, I can
  o communicate information, ideas or opinions
  o explain processes, concepts or ideas
  o identify issues raised, summarise findings or draw conclusions.

  (Lit3-09a)

- When listening and talking to others for different purposes and ideas, I can
  o communicate information, ideas or opinions
  o explain processes, concepts or ideas with some relevant supporting detail
  o sum up ideas, issues, findings or conclusions.

  (Lit4-09a)

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- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

(LIT3-10a)

- I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.

(LIT4-10a)

- To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

(LIT3-18a)

- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.

(LIT4-18a)

3. Other Experiences and Outcomes:

While Health and Wellbeing and Literacy across Learning are the main areas where outcomes can be met from anti-sectarian work there are other outcomes that can also be met:

- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others

(RME 3-02b)

- I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.

(RME 3-02b)

- I am developing respect for others and my understanding of their beliefs and values.

(RME 3-07a/4-04a)

- I am developing an increasing awareness and understanding of my own beliefs and I put them in to action in positive ways.

(RME 3-08a/4-08a)

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- Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about 'ultimate questions.

  (RME3-09a)

- Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society.

  (RME4-09a)

- I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.

  (RME3-09b)

- I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.

  (RME4-09b)

- I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.

  (RME3-09c)

- I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.

  (RME4-09c)

- I am developing my understanding of the nature of belief and morality

  (RME 3-09d)

- I am able to offer a basic analysis of the origins and development of beliefs and morality.

  (RME 3-09d)

- I can use my knowledge of a historical period to interpret the evidence and present an informed view.

  (SOC 3-01a)

- I can evaluate conflicting sources of evidence to sustain a line of argument.

  (SOC 4-01a)

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- I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation.

  (SOC 3-02a)

- I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.

  (SOC 4-02a)

- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.

  (SOC 3-15a)

- I can evaluate conflicting sources of evidence to sustain a line of argument.

  (SOC 4-15a)

- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.

  (SOC 3-16a)

- I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.

  (SOC 4-16a)

- Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.

  (SOC4-16b)

- I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.

  (SOC 4-16c)

- I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.

  (SOC 3-17b)

- Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.

  (EXA 3-14a)

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- Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts.

(EXA 3-14a)

- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

(EXA 3-15a)

- I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work.

(EXA 4-15a)

Conclusion

It is important to remember that this list is neither definitive nor exhaustive. Individual teachers will shape up their own anti-sectarian projects and as a result may well meet different experiences and outcomes linked to Curriculum for Excellence. This paper seeks to give schools and teachers an insight in to what is possible when structuring a project using the resources highlighted.

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