

## Strand 3 | Into Adulthood

<b>Learning Outcome 3.6:</b>	Students should be able to recognise when people are experiencing discrimination and demonstrate the skills needed to express solidarity in a range of situations.
<b>Pre-learning:</b>	LO 3.5 demonstrate the confidence and skills needed to be their own person and be able to advocate for themselves and others, even if it means standing out from the crowd.

### What is the important learning?

Learning Outcome **3.6** is a response to the fact that young people frequently find themselves in situations where they witness or experience instances of discrimination and they need be able to recognise and safely respond to this in a range of contexts.

This builds upon learning in Junior Cycle SPHE related to dealing with incidents of abusive or bullying behaviour. In senior cycle, Learning Outcome **3.6** aims to enable students gain a deeper understanding of the dynamics at play when they witness or experience discrimination of any kind and seeks to support young people in developing the skills and attitudes needed to show solidarity with individuals or groups who suffer discrimination.

### Key terms

The Equal Status Acts prohibit **discrimination** on the grounds of gender, civil status, family status, age, disability, sexual orientation, race, religion and membership of the Traveller community. These grounds are a useful lens for engagement with this learning outcome, although it is not anticipated that all nine ground would necessarily be discussed. Students can discuss examples of discrimination relevant to them.

**Solidarity** is an ethical commitment to support others, especially those who experience injustice. As such, it emphasizes human interdependence and mutual support over individual self-interest. It plays a crucial role in fostering social cohesion and in promoting social justice. Solidarity requires empathy, for without empathy, the capacity to recognise and be moved by the suffering of others is lacking, as is the motivation to act in solidarity. Solidarity is empathy in action.

### Approaches to consider when teaching this learning outcome:

- Solidarity requires two conditions – a recognition of an injustice and a willingness to set aside narrow self-interest in order to support another person or group. As a first step, when planning for SPHE, choose resources, stories and testimonies that will help raise awareness of instances of discrimination.
- Support students in moving beyond their own frame of reference so that they can become aware of the ways in which certain people/groups experience discrimination and the impact that this can have. Acknowledge, without judgment, that it can be difficult to see or understand these experiences from the outside. Discuss ways in which we can learn about and understand experiences of discrimination that are beyond our own experiences.
- Showing solidarity might mean recognising that we may be a member of a group that has certain power or advantages that others cannot take for granted. Being advantaged doesn't mean that you never experienced struggles in life. It just means that there are some challenges that you are unlikely to ever have to think or worry about by virtue of who you are and the life opportunities you have.

- Explain the concept of intersectionality and encourage students to adopt an intersectional lens. This means asking how race, class, gender and other individual characteristics intersect and overlap with one another. Therefore, a person might experience multiple forms of discrimination or inequality simultaneously, depending on their different and overlapping identities e.g. ethnic/cultural background, dis/abilities, economic background, age, gender, sexual orientation, etc.
- When discussing ways of acting in solidarity, encourage students to think about what is really helpful to the person or group. Avoid approaches that (even unintentionally) might be unhelpful or embarrassing for the person or group they seek to support, as well as actions that might risk someone's safety.

## Possible questions to explore through this learning outcome

- Where are the situations in which discrimination can be seen in our day to day lives?
- What are the possible impacts of this discrimination on the person who is subjected to it and on their families and communities?
- What are the practical ways that we can challenge discrimination and increase fairness and inclusion in our schools and society?
- What skills are needed to express solidarity? How can we build these?
- What values underpin solidarity?

### Possible follow-on learning outcome from LO 3.6

Examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives (LO 2.4) Discuss and devise ways to safely manage social situations where their own or others' health or safety may be at risk (LO 1.10)

Go to the SPHE Toolkit for [classroom resources linked to LO 3.6](#)