

# Unit 5: Meeting Individual Care and Support Needs



Health and social care

# Unit 5: Meeting Individual Care and Support Needs

## Unit in brief

- Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

## Learning aims

In this unit you will:

- A. Examine principles, values and skills which underpin meeting the care and support needs of individuals
- B. Examine the ethical issues involved when providing care and support to meet individual needs
- C. Investigate the principles behind enabling individuals with care and support needs to overcome challenges
- D. Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

## Prior Learning

N/A

## Learning Purpose

**All:** Define what is meant by discrimination with an example.

**Most:** Will explain at least 4 different ways in which people can be discriminated against.

**Some:** Explain and analyse negative discriminatory behaviour using an example(s)

## Future Learning

Promoting anti-discriminatory practice by:

- Establishing trusting relationships
- Promoting rights
- Promoting independence

**Key terms:** Indirect/ direct discrimination



# Discrimination

- It is wrong to treat anyone unfairly just because they are different or because they have a certain identity.
- We are going to explore how some people are treated unfairly, and will learn what is meant by discrimination.
- Can anyone explain discrimination?

**Discrimination is the unfair treatment of groups of people with particular characteristics e.g. race, religion, gender etc.**

# What are these shocking facts about?

800,000 people  
killed in just  
100 days  
Rwanda  
genocide  
1994

At least  
11million  
people killed  
Nazi Germany  
Holocaust  
1933-45

At least  
1.4million  
people killed  
Cambodia  
genocide  
1976-78

At least 9,000  
Muslim men  
and boys  
murdered  
Bosnian  
genocide  
1995

Why were these  
people killed?

## Extension:

Analyse/ Evaluate the impact of discrimination on PIES.

# Why were these people killed?

- In all cases, the Government held extremely prejudicial views towards particular groups of people.
- They committed appalling acts of murder, intending to wipe these groups out of existence.
- This deliberate destruction, in whole or part, of an ethnic, racial, religious or national group is called genocide.
- Unfortunately, genocide continues to be a threat to societies around the world.
- Genocide is an extreme example of how prejudicial attitudes can lead to appalling acts of discrimination.

# TASK- Two minute challenge

- List as many forms of discrimination as you can.
- Think about forms of discrimination that people experience here every day and around the world.
- What do you hear about in the news?
- We will share as a class but you can't repeat anyone's suggestions so think of as many as you can.



**Extension:**

Analyse/ Evaluate the impact of discrimination on PIES.

## Quick Quiz:

**Q:** Define the term Discrimination. Please give one example

**A:** Discrimination is the unfair treatment of groups of people with particular characteristics e.g. race, religion, gender etc.

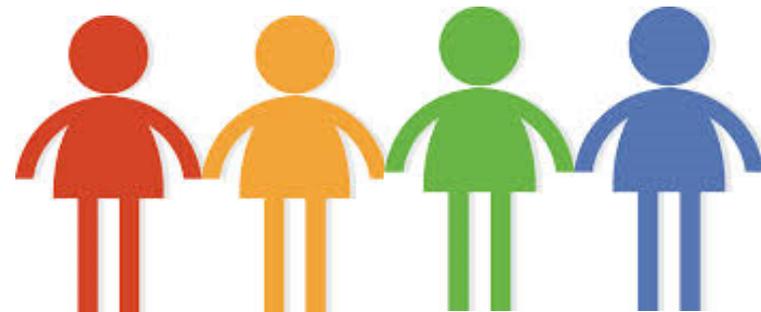


**Equal Rights, Equal Respect**

# TASK- Defining discrimination

- These are the types of discrimination –
  - **Ageism**
  - **Racism**
  - **Sexism**
  - **Homophobia**
  - **Transphobia**
  - **Discrimination on the grounds of disability**
  - **Discrimination on the grounds of religion and belief**
  - **Discrimination on the grounds of pregnancy and maternity**
- Try and define them

**Equal Rights, Equal Respect**



# Defining discrimination

## Racism

- Treating someone unfairly because of their race, colour, nationality, ethnic or national origins.
- For example, not letting someone join a group because of their accent or skin colour.



<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-videos>

←PLAY ME



### Extension:

Analyse/ Evaluate the impact of discrimination on PIES.

# Defining discrimination

## Ageism

- Treating someone unfairly because of their age or the age you think they are.
- For example, calling an elderly person offensive names about their age.



### Extension:

Analyse/ Evaluate the impact of discrimination on PIES.

# Defining discrimination

## Homophobia

- Treating someone unfairly because they are gay, lesbian or bisexual, or you think they have this sexual orientation.
- For example, physically harassing someone because they are gay or you think they are gay.



### Extension:

Analyse/ Evaluate the impact of discrimination on PIES.

# Defining discrimination

## Sexism

- Treating someone unfairly because of their gender. Men, women and transsexuals can all experience sexism.
- For example, discouraging a girl to do an apprenticeship in plumbing because it is a 'boys job'. This is not true or fair.

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-videos>



### Extension:

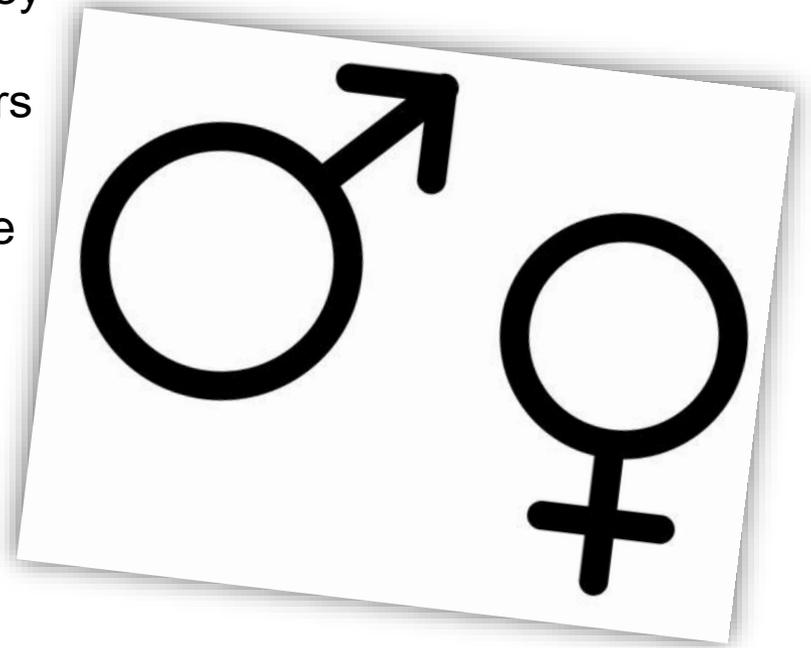
Analyse/ Evaluate the impact of discrimination on PIES.



# Defining discrimination

## Transphobia

- Treating someone unfairly because they are transsexual or because you think they are transsexual. Trans (or Transgender) is when someone's gender identity differs from their birth sex.
- For example, bullying someone because they are transgender or you think they are.



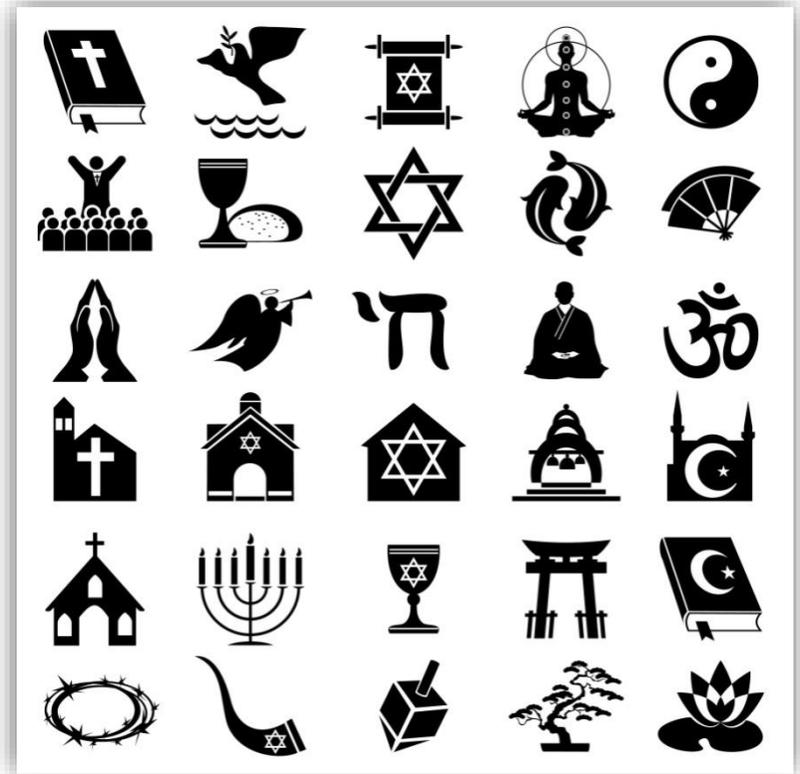
### Extension:

Analyse/ Evaluate the impact of discrimination on PIES.

# Defining discrimination

## Discrimination because of religion or belief

- Treating someone unfairly because they are a different religion or hold different beliefs, or because they have no religious beliefs. Or because someone thinks you have certain beliefs when actually you do not.
- For example, telling someone that their religion is stupid and excluding them from activities.



### Extension:

Analyse/ Evaluate the impact of discrimination on PIES.

# Defining discrimination

Write  
It  
Down!

## Discrimination because of disability

- Treating someone unfairly because they have a disability or because you think they have a disability.
- The Equality Act 2010 says a disabled person is someone with 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.
- For example, a school refuses to provide a disabled young person with the resources they need to learn.



<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-videos>

Equal Rights, Equal Respect

### Extension:

Analyse/ Evaluate the impact of discrimination on PIES.

# Discrimination

- Discrimination is treating someone unfairly, because of their identity.
- So, it is treating them unfairly because of **'who they are'** - black, white, gay, Muslim, Christian, male, female etc.
- In some cases, people choose to hate some people, just because of **'who they are'**.
- They don't even know them, but they hate them.
- We are all born different, so is it fair to hate someone, just because of **'who they are'**?

# TASK- Traffic lights



Green = I have understood the topic so far. (Write down two key ideas from the lesson to show your understanding).

Amber= I have understood most of the topic so far. (Write down one question and one key idea you have understood).

Red = I have misunderstood some of the topic. (Write down two questions that you need help with).



# TASK- Types of Discrimination:

- Please research 3 of the following people:
  - Emmeline Pankhurst
  - Martin Luther King
  - Nelson Mandela
  - Malala Yousafzai
  - Simon Weston
1. **What type of discrimination have they faced and why?**
  2. **How did this affect their physical/ mental/ social health?**

# TASK- Worst type of discrimination?

[https://www.youtube.com/watch?v=\\_TbvugRMUO4](https://www.youtube.com/watch?v=_TbvugRMUO4)

- You must decide which you think is the worst type of discrimination and why
- You must suggest which is the worst and why

## Extension:

Analyse/ Evaluate the impact of discrimination on PIES.



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# Bullying

- In schools, bullying is a common form of discrimination.
- Right now hundreds of thousands of children around the country are being made to feel scared, humiliated, sad, lonely, physically hurt, anxious and more.
- That is because another person thinks that just because of '**who they are**', they deserve to be bullied.
- **Is this fair?**



# Discrimination is wrong

- It is important you think about your own behaviour:
  - Are you treating someone unfairly? Why?
  - What are the consequences of your action?
  - How are you making them feel?
  - Is there a better way that you can act so you aren't discriminating?
- If you are experiencing discrimination or observe someone being treated unfairly, it is important to speak out.



# Respect difference

- It is important to understand people's differences and celebrate these things. The world would be a boring place if we were all the same!
- It is also important to recognise the ways that we are all the same.
- We are all human and everyone has the right to be treated equally.
- No one likes to be treated badly, so it is important to treat others how you want to be treated.
- When we all respect each other's differences, we can all get along and be much happier.



# Plenary:

- Please write a short article about \_\_\_\_\_ discrimination.
- Explain what it is
- How it affect an individual (PIES)
- Explain how to promote anti-discrimatory practice



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# Food for Thought!

## What Do We Do with a Variation?

by James Berry

What do we do with a difference?  
Do we stand and discuss its oddity  
or do we ignore it?

Do we shut our eyes to it  
or poke it with a stick?  
Do we clobber it to death?

Do we move around it in rage  
and enlist the rage of others?  
Do we will it to go away?

Do we look at it in awe  
or purely in wonderment?  
Do we work for it to disappear?

Do we pass it stealthily  
or change route away from it?  
Do we will it to become like ourselves?

What do we do with a difference?  
Do we communicate to it,  
let application acknowledge it  
for barriers to fall down?

*When I Dance* (Peters, Fraser and Dunlop Group Ltd/  
Harcourt Brace, 1988)

[Audio of Source](#)

[h. 5, T. 3](#)



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# What have we learnt?

Target	Tick	Evidence
<b>All:</b> Define what is meant by discrimination with an example		
<b>Most:</b> Will explain the many different ways in which people can be discriminated against.		
<b>Some:</b> Explain and analyse negative discriminatory behaviour		

