



Diversity, Equity & Inclusion



Lesson PDF Book

EXAMPLE

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Diversity, Equity and Inclusion (DEI)

Reading Test

EXAMPLE

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Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easier] ***** [B2/C1]

1. Predict the content of the text by reading the title. Write down the key terms & ideas.
2. Read the text. Check the unknown words with a dictionary.
3. Answer the comprehension questions.
4. Check your answers with the provided key (pass mark is 70%).

Lesson #2: [More challenging] ***** [C1]

1. Read the text without looking up any words.
2. Answer the comprehension questions.
3. Check your answers with the provided key (pass mark is 70%).

Teacher

Two types of lesson

Lesson#1: [Easier] ***** [B2/C1]

1. Distribute **text 1 (without reference words underlined)** a week before the test. Students read, check vocabulary & meanings.
2. Test day. Distribute **text 2 (with reference words underlined)** & the **questions** (no dictionary or notes).
3. Set 1 hour to read the text & answer the questions.
4. Take in & correct or go through answers in class (pass mark is 70%).
5. Extra activity. Students write the *summary (add 30 minutes to the test).

Lesson #2: [More challenging] ***** [C1]

1. Test day. Distribute **text 2 (with reference words underlined)** & the **questions**.
2. Set 1 hour to read the text & answer the questions.
3. Take in & correct or go through answers in class (pass mark is 70%).
4. Extra activity. Students write the *summary (add 30 minutes to the test).

*Summary writing: www.academic-englishuk.com/summary

Diversity, Equity and Inclusion (DEI) (Text 1) EXAMPLE

By H. Kennedy (2023)

Diversity, equity and inclusion, often shortened to DEI, [REDACTED], initiate [REDACTED] place of work to promote equal representation and participation. According to Phillips (2021), whereas [REDACTED] among the workforce, equity and inclusion refer to the insertion of effective policies and programmes which make [REDACTED] valued. As a consequence, a workplace encouraging DEI can help to foster a more successful work environment by [REDACTED] [REDACTED] from arising and attracting a more diverse range of staff (ACAS, n.d.).

ACAS (n.d.) describes diversity as valuing differences among [REDACTED] religion, ethnicity, disability and gender. A 2019 study conducted by Dixon-Fyle et al. (2020) focusing on [REDACTED] reference to gender diversity, the most gender-diverse companies were 25% more likely to have above-[REDACTED] least 33% [REDACTED] outperform companies who had fewer. On the other hand, with regard to ethnic diversity, Dixon-Fyle et al. (2020) found that in 2019, outperformance in profit [REDACTED] organisations. Overall, the least diverse companies in terms of gender and ethnic diversity, were 27% more likely to underperform on profitability. Therefore, this increasing correlation [REDACTED] s [REDACTED] a company, the more profitable it will be.

Equity, or equality at a place of work entails equal job opportunities and fairness for both existing and prospective employees, [REDACTED], i.e. age, disability, marital status, race, religion, gender or sexual orientation are not used against them in an unfair way, known as the discrimination law (ACAS, n.d.). Also known as [REDACTED] in the [REDACTED] direct and indirect discrimination, harassment and victimisation, and has brought about several changes to [REDACTED] employees against harassment, granting new powers for employment tribunals, allowing claims to be [REDACTED] pay secrecy clauses, and preventing companies from asking job applicants about disability and health so that they [REDACTED] [REDACTED] and Equality and Human Rights Commission, 2015).

Inclusion in the workplace implies that all staff members feel their contributions at work are valued [REDACTED] safe to suggest different ideas but also raise issues to senior staff and managers (ACAS, n.d.). In another study [REDACTED] staff [REDACTED] discovered that overall sentiment on feelings of inclusion was rated 61% negative overall, with openness [REDACTED] neg [REDACTED] 63% and 80% negative. It is clear, therefore, that many companies, no matter how diverse, continue to struggle to [REDACTED] hiring [REDACTED] create an inclusive workplace.

In order to make all employees feel included, appreciated and that they are treated fairly, there are a number of [REDACTED] to, both internally and externally. Gassam Asare (2021) suggests that Human Resources departments [REDACTED] [REDACTED] are differently abled is provided accordingly, which may include working closely with individuals outside [REDACTED] about accessibility, as well as incorporating accountability measures such [REDACTED]

allowing employees to report exclusionary behaviour anonymously, and having a clear procedure for how it recommend drawing up workplace policies that include training and development for all staff so that they all make it work in practice, and how to best monitor and measure it. Finally, ACAS (n.d.) propose a systematic, leadership and critical roles, the promotion of openness throughout the workforce and confronting .

Although some progress towards creating more diverse, equitable and inclusive workplaces has been made in very little, or none at all. A data comparison between companies based in the USA and the UK and in the ethnic minorities on executive teams in 2019 was at 20% and 13% respectively, whereas gender and ethnic (Dixon-Fyle effective DEI practices need to be implemented across the board and the globe.

Reference list

ACAS, (n.d.). [online]. Available at: <https://www.acas.org.uk/improving-equality-diversity> [Viewed 11.01.2023].

Dixon-Fyle, S., ., (2020). *Diversity wins: How inclusion matters* [online]. Available at: <https://www.mckinsey.com/featured-wins-how-inclusion> [Viewed 10.01.2023].

Your Company Should Adopt In 2022 [online]. Available at: <https://www.forbes.com/sites/janicegassam/2021/12/29/4-dei-practices-3bc5e09b41d5> [Viewed 11.01.2023].

Government Equalities Office and Equality and Human Rights Commission, (2015 [online]. Available at: <https://www.gov.uk/guidance/equality-act-2010-guidance> [Viewed 11.01.2023].

Phillips, N., (2021). Available at: <https://trainingindustry.com/articles/> [Viewed 10.01.2023].

Diversity, Equity and Inclusion (DEI) (Text 2) EXAMPLE

By H. Kennedy (2023)

1. Diversity, equity and inclusion, often shortened to DEI, [redacted],
init [redacted] place of work to promote equal representation and participation.
According to Phillips (2021), whereas [redacted] among the
workforce, equity and inclusion refer to the insertion of effective policies and programmes **which** make
[redacted] valued. As a consequence, a workplace encouraging
DEI can help to foster a more successful work environment by [redacted]
[redacted] from arising and attracting a more diverse range of staff
(ACAS, n.d.).

2. ACAS (n.d.) describes diversity as valuing differences [redacted]
religion, ethnicity, disability and gender. A 2019 study conducted by Dixon-Fyle et al. (2020) focusing
on [redacted] reference to gender diversity, the most gender-
diverse companies were 25% more likely to have above-[redacted] least
33% [redacted] outperform companies **who** had fewer. On the
other hand, with regard to ethnic diversity, Dixon-Fyle et al. (2020) found that in 2019, outperformance
in profit [redacted] organisations. Overall, the least diverse
companies in terms of gender and ethnic diversity, were 27% more likely to underperform on
profitability. Therefore, this increasing correlation [redacted] s
[redacted] a company, the more profitable it will be.

3. Equity, or equality at a place of work entails equal job opportunities and fairness for both existing
and prospective [redacted], i.e. age, disability, marital status,
race, religion, gender or sexual orientation are not used against **them** in an unfair way, known as the
discrimination law (ACAS, n.d.). Also known as [redacted] in the
[redacted] direct and indirect discrimination, harassment and
victimisation, and has brought about several changes to [redacted]
employees against harassment, granting new powers for employment tribunals, allowing claims to be
[redacted] pay secrecy clauses, and preventing companies from
asking job applicants about disability and health so that they [redacted]
[redacted] and Equality and Human Rights Commission, 2015).

4. Inclusion in the workplace implies that all staff members feel **their** contributions at work are valued
[redacted] safe to suggest different ideas but also raise issues to
senior staff and managers (ACAS, n.d.). In another study [redacted] staff
[redacted] discovered that overall sentiment on feelings of
inclusion was rated 61% negative overall, with openness [redacted] neg
[redacted] 63% and 80% negative. It is clear, therefore, that many
companies, no matter how diverse, continue to struggle to [redacted]
hiring [redacted] create an inclusive workplace.

5. In order to make all employees feel included, appreciated and that they are treated fairly, there are
a number of [redacted] to, both internally and externally. Gassam
Asare (2021) suggests that Human Resources departments [redacted]
[redacted] are differently abled is provided accordingly, which may
include working closely with individuals outside [redacted] about
accessibility, as well as incorporating accountability measures such [redacted]

allowing employees to report exclusionary behaviour anonymously, and having a clear procedure for how it recommend drawing up workplace policies that include training and development for all staff so that they all make it work in practice, and how to best monitor and measure it. Finally, ACAS (n.d.) propose a systematic, leadership and critical roles, the promotion of openness throughout the workforce and confronting .

6. Although some progress towards creating more diverse, equitable and inclusive workplaces has very little, or **none at all**. A data comparison between companies based in the USA and the UK and in the ethnic minorities on executive teams in 2019 was at 20% and 13% respectively, whereas gender and ethnic (Dixon-Fyle effective DEI practices need to be implemented across the board and the globe.

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Phillips, N., (2021). Available at: <https://trainingindustry.com/articles/> [Viewed 10.01.2023].

Comprehension Questions

1. Headings: Choose a subheading for each paragraph. One title is not needed.

1		A	The notion of feeling valued
2		B	_____
3		C	An overview of DEI
4		D	The role Human Resources play in DEI
5		E	_____
6		F	Successful case studies
		G	_____

_ / 6

2. True / False / Not Given: One question per paragraph.

		T / F / NG
Paragraph 1		
i.	Diversity refers to the implementation of effective policies that encourage a range of differences among the workforce.	
Paragraph 2		
ii.	Research _____ more profitable.	
Paragraph 3		
iii.	Workplace _____ employees and future applicants.	
Paragraph 4		
iv.	Companies _____ inclusive workplace.	
Paragraph 5		
v.	Many Human Resource departments _____ on disability laws.	
Paragraph 6		
vi.	Statistics indicate that companies in the USA and the UK are doing better at _____ world.	

_ / 6

3. Reference Words: What do these words/phrases connect to? (underlined> in the text).

Paragraph	Word	Connection
1	Which	
2	_____	
3	Them	
3	_____	
4	Their	
5	Who	
5	_____	
6	None	
6	The former	

_ / 9

4. Open Answer Questions: One question per paragraph.

Paragraph 1		
i.	What are the THREE positive [redacted] ?	
	1.	2.
		3.
Paragraph 2		
ii.	What is the evidence [redacted] profitable?	
	1.	
Paragraph 3		
iii.	Name THREE changes that [redacted] the introduction of the Equality Act 2010?	
	1.	2.
		3.
Paragraph 4		
iv.	What is the evidence t [redacted] in the workplace?	
	1.	
Paragraph 5		
v.	What THREE accountability [redacted] workplace inclusion?	
	1.	2.
		3.
Paragraph 6		
vi.	Which companies did better [redacted], the USA & the UK or the other countries around the world?	
	1.	

___ / 12

5. Citations: Match the source with the point they make about DEI.

	Source		Point
i.	Philips (2021)	a.	[redacted] need to work with accessibility professionals outside the business to improve their knowledge on disability laws.
ii.	ACAS (ND)	b.	Diversity [redacted] place good polices that make sure all employees are valued [redacted]
iii.	[redacted]	c.	The changes in the workplace ensure that the employee is not unfairly rejected when applying for a post.
iv.	Dixon-Fyle et al. (2020)	d.	[redacted] confronting bias head on is required.
v.	Government Equalities Office a [redacted] Rights Commission (2015)	e.	In the research conducted, staff members reported negative feelings of inclusion and belonging.

i.		ii.		iii.		iv.		v.	
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___ / 5

6. Key language: Search for the word in the paragraph that means:

Paragraph	Explanation	Word
1	The action of taking part in something.	
2	_____.	
2	A connection between two facts or ideas.	
3	People _____ a particular position.	
3	Treating a person differently from the way you treat other people.	
4	A thought, _____ feeling about a situation.	
4	A person with a natural ability or skill.	
5	_____ decided should happen.	
5	The fact of being responsible for the actions you take.	
6	_____ same way.	

___ / 10

Overall Total: ___ / 48

Comprehension Questions ANSWERS

1. Headings: Choose a subheading for each paragraph.

1	<i>C</i>	A	The notion of feeling valued
2	<i>G</i>	B	The law on discrimination
3	<i>B</i>	C	An overview of DEI

ALL ANSWERS INCLUDED IN PAID VERSION...



Diversity, Equity and Inclusion (DEI)

Reading to Writing Summary

EXAMPLE

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Student

Two types of lesson

Lesson#1: [Medium] **** [B2/C1]

1. Predict the content of the text. Write down key terms & ideas.
2. Read the text & check words & meanings with a dictionary.
3. Identify the key points and supporting details and complete the **outline**.
4. Write a one-paragraph summary of 200-250 words.
5. Check key points with the **completed outline** & **model answer** (try to achieve 4 key points and 4 supporting points).
6. Answer the critical thinking questions & check possible answers.

Lesson #2: [Challenging] **** [C1]

1. Read the text – no dictionary.
2. Identify the key points and supporting details and complete the **outline**.
3. Write a one-paragraph summary of 200-250 words.
4. Check key points with the **completed outline** & **model answer** (try to achieve 4 key points and 4 supporting points).
5. Answer the critical thinking questions & check possible answers.

Teacher

Two types of lesson

Lesson#1: [Medium] **** [B2/C1]

1. Distribute the text a week /day before the test. Students read, check vocabulary & meanings.
2. Test day: distribute a **new copy of text** and the **summary question**.
3. Set 1 hour to read the text, take notes and write a one-paragraph summary of 200-250 words.
4. Feedback¹: take in and mark [[use our correction code*](#)].
5. Feedback²: distribute **completed outline** & **model answer**. Students compare with their own work.
6. Summary marking: **should contain at least 4 main ideas with support** – see **summary key points**.
7. Extra: critical thinking questions / group discussion (30 minutes).

Lesson #2: [Challenging] **** [C1]

1. Set 1 hour to read the **text** and write a one-paragraph summary of 200-250 words.
3. Feedback¹: take in and mark [[use our correction code*](#)].
4. Feedback²: distribute **completed outline** & **model answer**. Students compare with their own work.
5. Summary marking: **should contain at least 4 main ideas with support** – see **summary key points**.
6. Extra: critical thinking questions / group discussion (30 minutes).

Correction code*: www.academic-englishuk/error-correction

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Government Equalities Office and Equality and Human Rights Commission, (2015) [online]. Available at: <https://www.gov.uk/guidance/equality-act-2010-guidance> [Viewed 11.01.2023].

Phillips, N., (2021). Available at: <https://trainingindustry.com/articles/> [Viewed 10.01.2023].

Summary: Key Points

Take notes on the key points of the text.

1. Main idea:
Support:
2. Main idea:
Support:
3. Main idea:
Support:
4. Main idea:
Support:
5. Main idea:
Support:
6. Main idea:
Support:

Summary: Key Points (ANSWERS)

Take notes on the key points of the text.

<p>1. Main idea: Definition of DEI</p> <p>Support:</p> <ul style="list-style-type: none"> • DEI = coll. term 4 approaches, initiatives & protocol set out in workplace 2 promote equal [redacted] • Diversity = diff. among staff (Philips, 2021). • [redacted] make sure all staff are treated fairly & feel valued (Philips, 2021). • DEI workplace = [redacted] frm happening & attract diverse staff (ACAS, n.d).
<p>2. Main idea: Extended definition of diversity</p> <p>Support:</p> <ul style="list-style-type: none"> • [redacted] (ACAS, n.d). • Gender-diverse org. = better profits (Dixon-Fyle et al., 2020). • [redacted] . w less (Dixon-Fyle et al., 2020). • Ethnic-diverse orgs. = > profits (Dixon-Fyle et al., 2020). • [redacted] = > profits.
<p>3. Main idea: Extended definition of equity</p> <p>Support:</p> <ul style="list-style-type: none"> • Equity = equal job opps. & fair. 4 current & new [redacted] protected [redacted] (The discrimination law (ACAS, n.d.) & The Equality Act 2020). • Above laws protect a/st direct & [redacted] • Changes since laws intro.: protect workforce from harassment, new powers 4 employ. [redacted] pay secrecy [redacted] asking abt disability & health when applying 4 job (Government Equalities Office and [redacted] 2015).
<p>4. Main idea: Definition of inclusion and results of a study into staff inclusion</p> <p>Support:</p> <ul style="list-style-type: none"> • Workplace incl. = [redacted] given opps. 2 suggest diff. ideas as well as raise issues w managers (ACAS, n.d.). • [redacted] & belonging & [redacted] by respondents (Dixon-Fyle et al., 2020). • [redacted] inclusive workplace.
<p>5. Main idea: Implementation strategies</p> <p>Support:</p> <ul style="list-style-type: none"> • HR departs. should b edu. [redacted] . abled employees is given (Gassam Asare, 2021). May incl. bringing in accessibility experts. frm [redacted]. • Incl. accountability [redacted], allow employees 2 report exclusionary behav. anonymously & have clear proc. 4 dealing w it. • Other recs: draw up [redacted] pol., what needs 2 happen 2 make it work, & how 2 best monitor & measure it (Dixon-Fyle et al., 2020). • DEI => [redacted] of bias (ACAS, n.d)
<p>6. Main idea: How countries are fairing</p>

Support:

- Data comp. btw orgs. in USA & [REDACTED] (Dixon-Fyle et al., 2020).
- Data comp. btw orgs. in USA & UK: rep [REDACTED]. (Dixon-Fyle et al., 2020).

Conclusion:

- > effect. DEI [REDACTED] incorp.

Summary

Task: Write a 200-250 word summary on the key features of the text.

Word Count: _____

Sample Summary: Diversity, Equity and Inclusion (DEI)

DEI stands for diversity, equity and inclusion. It is a [redacted] equal [redacted] various backgrounds. Diversity focuses on the presence of differences among staff members, and includes age, [redacted] ity refers to creating [redacted] for all current and potential staff members, and this means that an individual's [redacted] Act 2010. Inclusion is [redacted] feel a sense of belonging and value by making sure that staff are able to put forward [redacted] with their [redacted] the workforce feel accepted, valued and respected, various strategies can be implemented. Firstly, [redacted] on disability laws so [redacted] to those in need (Gassam Asare, 2021). Secondly, accountability measures can be put into effect [redacted] (ibid). Thirdly, organisational [redacted] training and development for all employees (Dixon-Fyle et al., 2020). Finally, openness should [redacted] promptly (ACAS, n.d). Although some [redacted] in terms of creating more [redacted], investigations have indicated that most [redacted] (Dixon-Fyle et al., 2020).

Word count 226

Critical Thinking Questions

i) What's the stance of the author? What is the evidence for this?

[2 points]

ii) Is this a credible article? Yes /no – why?

[2 points]

iii) Highlight four ideas in the text you would use for an essay on: 'How can workplace'?

[4 points]

iv) Highlight two areas in the text that you question, disagree with or lack evidence.

[2 points]

Critical Thinking Questions

i) What's the stance of the author? What is the evidence for this?

The writer believes that although a DEI workplace is important for the employees in terms of fairness, and for the managers in terms of increased financial performance, most companies are still not creating diverse, equitable or inclusive workplaces and that this needs to change.

The writer states throughout the article.

E.g,

- A workplace encouraging DEI **can help** to foster a **more successful** work environment.
- This increasing correlation between diversity and performance **strongly indicates** that the more diversity within a ...

ALL ANSWERS INCLUDED IN PAID VERSION...



Diversity, Equity & Inclusion

Unconscious Bias

Listening Test

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DEI: Unconscious Bias **EXAMPLE**

[Listening Test Questions]

Speaker: S. Jackson

Date: 5/01/23

Time: 07:30

Level: **** [B1/B2/C1]

Download Links

Lecture: Available in paying download	MP3: Available in paying download	PowerPoint Download: Available in paying download
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Check these words and phrases before listening:

Key vocabulary

1. Unconscious.
2. Judgment.
3. Assumption.
4. Implicit.
5. Involuntarily.
6. Prejudice.
7. Implicit.
8. Explicit.
9. Peer pressure.
10. Ageism.
11. Anglicised.
12. Traits.
13. Eliminate.
14. Denial.
15. Systemic changes.
16. Adverse.
17. Pay parity.
18. Social barriers.
19. Transparency.
20. Socioeconomic.

Teacher

LISTENING TEST QUESTIONS

Aim: to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test- type questions.

Lesson Time: Approximately 1:30-2:00 hours

Lesson Plan

Lead in

- Ask Students to read the 'title' & predict the content of the lecture.
- Ask students to write down key terms & language from the discussion.
- Feed in / check key vocabulary.

Three types of lesson

Lesson#1: [Challenging]

1. Students listen once & take notes.
2. Give 5 minutes to tidy notes.
3. Listen again & add to notes (use a different colour pen).
4. Distribute questions – set 20-25 minutes to answer.
5. Feedback: distribute or project answers.

Lesson #2: [Medium]

1. Students listen once & take notes.
2. Distribute questions: set 15 minutes for students to answer the questions from their notes.
3. Listen again. Students answer the missed questions as they listen.
4. Give extra 10 minutes to consolidate answers.
5. Feedback: distribute or project answers.

Lesson #3: [Easier]

1. Distribute questions. Students have 10 minutes to look at the questions.
2. Students listen & answer the questions.
3. Give 5 minutes to tidy answers.
4. Students listen again. Check answers & answer missed questions.
5. 5-10 minutes to tidy answers.
6. Feedback: distribute or project answers.

Full URL Links:

Video: [Available in paying download](#)

MP3: [Available in paying download](#)

PPT: [Available in paying download](#)

DEI: Unconscious Bias EXAMPLE

1. Overview of DEI

1.1 What TWO reasons are given for why DEI practices are becoming more common and necessary?

i.	
ii.	

___/2

2. Unconscious bias: Select ONE answer per question only.

i. Which is an example of unconscious bias?

- a) When a person [redacted] they are similar in personality.
- b) When a person thinks worse of someone because they are similar in personality.
- c) When a person thinks better of someone because they [redacted]
- d) When a person [redacted] because they have similar prejudices.

ii. What is the halo effect?

- a) When we think a person's positive and negative traits are important.
- b) When we don't think a [redacted] important.
- c) When we focus too much on the negative aspects of a person.
- d) When we focus [redacted] person.

iii. What data shows that ageism is widespread in the workplace?

- a) 60% of workers over the age of 45 claim to have experienced age discrimination.
- b) 60% of workers over the [redacted] age discrimination.
- c) 80% of workers over the age of 45 claim to have experienced age discrimination.
- d) 80% of workers over the [redacted] age discrimination.

iv. How many more white applicants were invited for a second interview in Ruhl's study?

- a) 5%
- b) [redacted]
- c) 25%
- d) [redacted]

___/4

3. Gender bias: Are these statements true, false or not given?

		T/F/NG
i.	One example of gender discrimination is where an interview panel select a male applicant over a female even if she has the same experience.	
ii.	It is [redacted] the workplace.	
iii.	Unconscious [redacted] firms these days.	
iv.	For training [redacted] their own prejudices.	
v.	Staff members [redacted] unconscious bias training.	

___/5

4. Unequal pay

4.1. Complete the table with the missing figures.

	Point	Figures
i.	The overall gender pay gap is...	
ii.	A [redacted] positions after the age of...	
iii.	Women [redacted] until...	
iv.	Black [redacted] parity until...	
v.	Hispanic women [redacted]	

___/5

4. Unequal pay

4.2. Complete the table the THREE solutions put forward.

Solution 1	
Solution 2	
Solution 3	

___/3

5. Conclusion: Complete the paragraph with between ONE and FOUR words for each gap.

Overall, [redacted] within a _____ is extremely challenging, it is clear that it is essential, as leaving [redacted] and prospective _____ and in turn, [redacted] company. _____ could be effective if carried out correctly, but there must also be [redacted] everyone regardless of _____ is treated fairly at their _____.

___/5

Total Score ___ / 24

DEI: Unconscious Bias **ANSWERS**

1. Overview of DEI

1.1 What TWO reasons are given for why DEI practices are becoming more common and necessary?

i.	<i>Places of work are becoming more globalised.</i>
ii.	<i>Societal roles are beginning to evolve.</i>

___ /2

2. Unconscious bias: Select ONE answer per question only.

i. Which is an example of unconscious bias?

a) When a person thinks better of someone because they are similar in personality.

b) When a person thinks worse of someone ...

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

DEI: Unconscious Bias [Transcript]

By H. Kennedy (2023)

Hello and welcome to this lecture on DEI, that is diversity, equity and inclusion, and what I'll be looking at specifically in today's talk is unconscious bias. Don't worry if this term is new to you, my aim is to define this concept as well as bring in some specific examples to help you understand this area of DEI. I'll also include some important data to support the claims made, and I'll be...

THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...



Diversity, Equity & Inclusion (DEI)

Speaking: Seminar

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Seminars

1. An overview of how a seminar works

- Students work together in groups of 4-6.
- Teachers provide a set of questions.
- Students discuss for 25-30 minutes (approx 5 mins per person).
- Students summarise the key points in the last 5 mins.
- Students CAN refer to their texts and notes.
 - Teachers monitor and give feedback at the end.

2. Pre-seminar task

- Students:
 - i. Take notes on the reading text and lecture.
 - ii. Predict question types and practice formulating answers.
 - iii. Work with a partner to practice asking and answering questions about the texts.
- ◆ **Differentiation (lower levels): distribute questions for students to prepare in advance.**

3. The seminar

- The group are called into a room and they sit around a table.
- The questions are given out and students have 2 minutes to read and prepare by taking notes.
- The seminar begins with an opening statement – *we're here today to discuss...*
- The students then begin to discuss the first question.
- Each student should make a contribution by referring to their notes / texts.
- The seminar should flow with students adding to what was previously said.
- Once everyone agrees the question has been addressed in full, then they move onto the next question.
- **Important:** not all the questions have to be answered but they should be discussed in order.
- Once the students begin to approach 25 minutes, they should bring it to an end by each one summarising a main point raised.

4. Points to remember

- It should be a flowing conversation with everyone involved and contributing.
- The teacher / tutor should not intervene if it goes quiet but let the students manage the discussion.
- Students have to show confidence and demonstrate thorough awareness of the texts.
- Dominant students are penalised for not sharing and including others.
- Students should be penalised for just reading notes.
- Key debate phrases should be used to show conversation skills - agreeing, disagreeing, interrupting, etc...

Seminar Questions

Key sources:

Reading: **Kennedy (2023)**

ACAS (n.d); Dixon-Fyle et al. (2020); Gasam Asare (2021); Government Equalities Office and Equality and Human Rights Commission NIDDK (2015); Philips (2021).

Lecture: **Jackson (2023)**

ACAS (n.d); Asana (2021); Gino and Coffman (2021); Government Equalities Office (2017); Johnson Hess (2019); Office for National Statistics, (2021), Ruhl (2020).

1. What is Diversity, Equity and Inclusion? Give definitions of each one.
2. How can companies ensure that their employees feel included and valued?
3. What is unconscious bias? Give examples to support your explanation.
4. What is gender bias? Give examples to support your explanation.
5. Critical thinking - is there anything in the lecture or text that you would question and/or disagree with?