The following three units of work for Stage 5 provide suggested activities to facilitate an understanding of diversity, inclusion and equality through an inquiry framework. Students engage in activities that promote respect for and appreciation of difference through increased understanding and empathy for others. Students also learn about and practise skills and behaviours that protect themselves and others from bullying behaviours.

The subject matter includes:
- key influences on community perspectives
- impact of discrimination on building respectful relationships
- positive contributions of diverse groups
- promotion of respectful relationships and social harmony in Australia.

Syllabus links
- Personal Development, Health and Physical Education
- English
- History
- Mathematics

Outcomes

PD5.1 Analyses how they can support their own and others’ sense of self.
PD5.3 Analyses factors that contribute to positive, inclusive and satisfying relationships.
PD5.11 Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasing complex situations.
PD5.15 Devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively.
PD5.16 Predicts potential problems and develops, justifies and evaluates solutions.
EN5.5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
HT5.3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
MA5.1-12SP Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
Planned assessment

Assessment for learning
Students will use a variety of evaluation strategies including class discussions, mind maps, jigsaw activities and cooperative learning strategies.

Assessment as learning
Students will reflect on and revise previous knowledge, examine their current beliefs and feedback to peers about new learning.

Assessment of learning
Students will develop individual and group responses to the unit content and demonstrate perspectives that promote inclusion and respectful relationships.

Stage 5 – Unit 1 – What influences respectful relationships?
Broad focus for an inquiry: Media, culture, practical skills to influence positive relationships

Generative questions
- Why is it important for young people to develop skills for respectful relationships?
- What are some factors that influence the development of respectful relationships?
- How does the media shape perceptions about relationships?

Understanding, skills and values
Students will understand and value individual differences, recognise and challenge inequity and identify how community and individual perspectives are influenced by social and mass media.

Tuning in
What makes a good relationship?
Students discuss what respectful relationships look like.

Develop a mind map of why it is important for young people to develop skills for respectful relationships.

Write student responses on the board and discuss as a class why it is important to develop these skills. For example, to strengthen relationships, build social skills and develop trust.
Finding out

Exploring respectful relationships
Students discuss responses to the question, “What are some factors that influence the development of respectful relationships?” Examples may include trust, power, equality, respect, good communication and negotiation.

In pairs students are given a scenario (Appendix 1) and are asked to assess the dynamics of the relationship.

- Identify any potential misuse of power in the relationship.
- Write a short story about the relationship, incorporating the use of skills discussed in the previous activity.

Sorting out

How are relationships defined?
Students discuss responses to the question, “What examples of diverse relationships have you observed in Australia?” For example, parent-child, teacher-students, athlete-coach, friends, business colleagues.

In pairs, students research and discuss what defines some of these relationships, how they differ, and their complexity, including:

- What makes them distinct? For example, “My friend moved to Australia 5 years ago from Germany”. “My mum is the first female manager of the company she works for”.
- What challenges have they faced in developing relationships? For example, “My friend spoke very little English before moving to Australia”.

Students share their findings with the class and discuss.

Going further

The influence of the media
In small groups, students pick a diverse group in Australian society and investigate how they are portrayed in the media. Students use two media pieces (either print or multimedia), one recent and one from over 10 years ago and answer the following questions.

- How are this group currently portrayed in mainstream media?
- Has this portrayal changed over time?
- Did you find more positive or negative examples in mainstream media?
- What challenges, if any, does this group face in building respectful relationships within the community?
Concluding and acting

How can we promote positive relationships?
Following the previous activity, students are to develop an advocacy program for their chosen group. The advocacy program must include a poster, factsheet (including statistics) and a slogan that promotes respectful relationships.

Students are to present their advocacy programs to the class and discuss the process and reasoning that led to the final product.

Stage 5 – Unit 2 – How was discrimination impact on Australian society?

Broad focus for an inquiry: Anti-Discrimination law, stereotypes, harassment and vilification

Generative questions

- What is discrimination?
- How is it different to harassment and vilification?
- How are stereotypes related to discrimination?
- What are some possible reasons that individuals and community groups discriminate?
- What impact does discrimination have on building respectful relationships?
- How do laws protect our community from discrimination?

Teaching note: Due to the sensitive nature of the topics being explored it is important that students are aware of appropriately respectful behaviour and of school and class expectations.

Understanding, skills and values

Students will describe examples of discrimination and harassment, and evaluate the impact of these on individuals and on the community. They will investigate community responses and explore examples of legislation designed to protect people from discrimination and harassment.
**Tuning in**

**Where does discrimination occur?**
In pairs, students find a media piece (either print or multimedia) that describes an example of discrimination, stereotyping or harassment in the community. Students share their media piece with the class and discuss the following.

- What was done about the incident?
- What should have been done?
- What would you do if faced with this situation as the subject of this treatment or as a bystander?

**Finding out**

**Explore historical examples**

In small groups, students explore the impact of discrimination on individuals and communities in Australia using a case study from events such as European settlement in Australia, convict transportation, the gold rush, Queensland cane field workers, post-World War Two migration, the Stolen Generation, the Cronulla riots, or other relevant events.

Students select a case study and individually write and date a journal entry that makes a respectful response to the event. Tell students that their journal entries should include:

- a summary of the factual events
- their initial opinion or reaction (how it made them feel)
- a strategy to improve community responses and relationships.

**Sorting out**

**Impact of stereotyping**
Using a case study example from the previous activity, students work in pairs or in small groups, to write a short story about two friends, with one being directly affected by discrimination. The text should include a description of the discrimination experienced, offers of positive support and suggestions for addressing discrimination in the community.
Going further

Responding to discrimination
In small groups students create the script for a short, two act play in which a person is experiencing discrimination and is in need of support. The scenes can take place in a workplace, a public space, a sporting club or a school.

The scenes must include:

- bystanders
- a call to action
- promotion of inclusion.

Teaching note: Due to the sensitive nature of the topics being discussed it is important that students are respectful of one another, aware of appropriate behaviour and of the school and class expectations.

Concluding and acting

Express your view
Groups of students perform their plays to the whole class without interruption. At the conclusion, classmates can provide feedback on the strategies used to respond to the discrimination, how inclusion was promoted and any other recommendations about approaches that could have been included.
Stage 5 – Unit 3 – Diversity in our community

Broad focus for an inquiry: Skills to help build knowledge and understanding of supportive networks that affirm inclusion and equality

Generative questions

- How does my community support diversity and difference?
- Why are equality, diversity and difference important?
- How can diversity, inclusion and equality be supported in Australia?

Understanding, skills and values

Students will understand the importance of supporting diversity and promoting inclusion, equality and a sense of belonging for all Australians. Students will acknowledge differences and similarities within and between groups and investigate current campaigns and events that support, celebrate and promote diversity, inclusion and equality.

Tuning in

Recognising diversity within the class

Students use the ‘My Favourites’ chart (Appendix 2) by adding their response under each category. Students then survey three classmates (preferably ones they don’t know very well), and ask them to place a tick under each response they agree with.

The teacher facilitates a class discussion about the results of the completed survey including questions such as:

- Did everyone on your list have the same favourites as you?
- Does it matter if your peers have different favourites? Why or why not?
- What would it be like if everyone in the class had the same favourites?
Finding out

Celebrating diversity

Jigsaw Learning Activity (Appendix 3)

Students are divided into groups of 4-6.

Each group investigates a different special event or program that celebrates diversity, inclusion or equality, such as Sydney Festival, Invictus Games, Transplant Games, Mardi Gras, Paralympic Games, World Masters Games, Aboriginal Rugby League Knockout, NAIDOC week or Harmony Day.

Each group member explores one aspect of the event or program chosen, such as:

- when and where is the event held?
- who are the organisers?
- who are the participants?
- how is it promoted?
- what is the aim or focus of the event?
- how is the broader community involved?

Working individually, each group member explores the aspect they have been allocated. Bring the group back together to fit the ‘pieces’ of their topic together and prepare a final report to share with the class including:

- the history of the event
- why the event is celebrated
- how the event encourages and values diversity.

Think-Pair-Share (Appendix 3): Students define diversity, inclusion and equality in their own words and refine their definitions with a partner. Pairs discuss what each ‘looks like’ in their community by providing examples from their experiences. Compare student definitions with dictionary definitions for class discussion.
Sorting out

Promoting diversity
Students select a current media or marketing campaign that promotes diversity, inclusion and respectful relationships. Places to search include:

- the internet
- national and state government initiatives (including educational initiatives)
- local councils
- non-government organisations
- Human Rights Commission
- Sporting teams and/or sporting brands.

Students investigate (individually or in pairs) the campaign content and prepare a presentation that describes the following:

- What are the major themes and what is the focus?
- Who is the target audience?
- What positive messages are in the campaign?
- How effective is the campaign? How do you know?
- Would this campaign be effective in your community? Why or why not?

Students present their information to the class for discussion.

Going further

Spotlight on diversity
In small groups, create a social media campaign for a special event that highlights inclusion and respectful relationships. Consider the question, “How can I empower my community to support diversity, inclusion and respectful relationships?”

The campaign must include:

- a clearly defined theme or focus of the event
- a logo and slogan to promote the event to the audience
- contact details of supportive networks available in the local and wider community.
Concluding and acting

Support in the community
In small groups, students discuss, “How can I promote diversity, inclusion and respectful relationships in my community?” Prepare and deliver a presentation to the class or school.

OR

Students plan activities for a school celebration of Harmony Day including:
- a clearly defined theme or focus
- listing activities for the event
- organisational logistics and timetable for the event
- certificates or awards to acknowledge participation
- contact details of supportive networks available in the local and wider community.

Students may like to use the Harmony Day planning kit: https://www.harmony.gov.au/resources/.

Inquiry based framework adapted with the permission of Kath Murdoch 2017.

Appendices
Appendix 1: Scenarios.

Appendix 2: My Favourites Chart.

Appendix 3: Description of strategies.
Appendix 1 – Scenarios

Scenario 1
Adam is 15 years old and has moved to Sydney from Brisbane. After a month of settling in to Sydney life with his family, Adam decided to join the local football team. He’s a great goal scorer and is starting to make friends, however the team captain, John, doesn’t seem to like him. John begins to target Adam in training by making fun of his looks in front of the team. At first Adam thought it was a bit of banter, but it hasn’t stopped and is slowly getting worse. Only two of his teammates are speaking to him and he isn’t getting the ball as much as he used to. He feels as though John has turned the team against him.

Scenario 2
Sarah met up with her best friend Lucy at the local shopping centre to watch a new movie on Thursday night. While they were waiting for tickets, they played a few of the arcade games, trying to win a prize and take some funny selfies. Sarah and Lucy were looking at the selfies and laughing uncontrollably and Lucy wanted to post one on Snapchat but Sarah didn’t like the picture. Lucy promised Sarah she wouldn’t post it. After the movies Sarah’s Mum picked her up to take her home and on the way home Sarah noticed a few notifications on her phone via Instagram. She opened the app and saw that Lucy had posted the photo with an embarrassing filter on it – there are comments from over 50 people from her school laughing about the way she looks. Sarah has been trying to get in contact with Lucy, but she won’t answer her phone.

Scenario 3
Khaled works at a fast-food shop after school three days a week. Some of his school friends visit him at work and regularly ask him for free food. Khaled occasionally gives his mates a ‘family and friends’ discount, but he’s noticed his manager doesn’t seem too happy about him doing it so often. Feeling pressured by his manager, Khaled has decided to stop giving his mates discounts. The next time his mates visit, Khaled tells them that he’s not allowed to give any more discounts. His mates aren’t too happy and start causing a scene, making fun of Khaled while he’s trying to work. Khaled feels really embarrassed and is scared he’s going to lose his job.

Scenario 4
Maria and Antonio have been dating for three months. On the weekend they had a really big argument and said some bad things to each other. They both feel that the other person is at fault and haven’t spoken in over a week. Both Maria and Antonio have told their closest friends about what has happened. Maria decides to post a quoted picture on Instagram, indirectly referring to Antonio. All her friends favourite and comment on the post. Antonio isn’t happy and responds by posting a screenshot of a conversation he previously had with Maria to embarrass her. Both Antonio and Maria are now arguing online in front of all their friends.
Appendix 2 – My Favourites Chart

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Appendix 3 – Description of strategies

Jigsaw Learning Activity (simple version)
The jigsaw technique is a co-operative learning method that breaks the class into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. For example, an assignment is divided into topics. Students are then split into groups with one member assigned to each topic. Working individually, each student learns about his or her topic and presents it to their group, then together create a final report.

Think Pair Share
This strategy encourages students to share and discuss ideas around a particular topic, issue or problem. It can be used to check student understanding and encourage reciprocal peer learning.

Think – Students think individually about a topic (1-3 minutes).
Pair – Students discuss their thoughts with another student (2-5 minutes).
Share – Students share their ideas with the rest of the class.