

## Stage 2 – Unit 2

# What is diversity?

The following units of work for Stage 2 provide suggested activities to facilitate students' understanding of diversity through an inquiry framework. They emphasise belonging, respect for and appreciation of difference and empathy for others. Students learn about and practice being a good friend and behaviours that protect both themselves and others from bullying.

Note: Teachers should consider and be sensitive to the needs of specific students when planning these activities.

The subject matter includes:

- that belonging is important and people belong to many different groups
- that diversity and difference enrich our society
- the value of diversity in our local community and school
- how to recognise bullying
- how to respond to bullying at school using school wide responses
- protective behaviours to keep ourselves and others safe from bullying.



### Syllabus links

- Personal Development, Health and Physical Education
- Human Society and its Environment
- English



### Outcomes

**EN2-6B** Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.

**GE2-2** Describes the way people, places and environments interact.

**IRS2.11** Describes how relationships with a range of people enhance wellbeing.

**INS2.3** Makes positive contributions in group activities.

**V1** Refers to a sense of their own worth and dignity.

**V2** Respects the right of others to hold different values and attitudes from their own.

**V3** Enjoys a sense of belonging.

**EN1-2A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

**EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.

**EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

**EN2-8B** Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.

**EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.



## Planned assessment

### Assessment for learning

Establish current student understanding using strategies such as retrieval charts, word banks, mind maps and class discussions.

### Assessment as learning

Collect, view and discuss data.

Discuss and interpret the impact of diversity for their class, school and community.

Describe and explain school wide anti-bullying strategies and protective behaviours.

### Assessment of learning

Work collaboratively to create a visual presentation that communicates their feelings about the value of diversity. Create a campaign supporting school wide anti-bullying strategies.



## Broad focus for an inquiry: Change and continuity, culture and society

### Generative questions

- What is diversity?
- What are the benefits of diversity?
- What diversity is present in our community?

### Understandings, skills and values

- There are many types of diversity.
- Diversity is celebrated in our community.
- Difference and diversity contribute to rich and vibrant society.
- Define terminology associated with diversity.

## Tuning in

### Difference and diversity in our class

Build a class display that celebrates difference. This could include class surveys about similarities and differences, for example different countries of family origin. Students plot their countries of origin on a world map displayed on the interactive white board.

## Finding out

### Diversity in our community

Explore the local community and identify signs of diversity and how it is promoted. This may be through walking around the neighbourhood, using Google maps and exploring the local council website. Identify ways in which the local community supports diversity.

In pairs students research and compile a list of words that relate to the themes of diversity, inclusivity and belonging. Develop and display a class mural of what they find.

## Sorting out

### Valuing diversity

Discuss what implications there may be if there was no diversity, or if diversity was not valued. What would the world be like? Students compile and classify a response.

## Going further

### Understanding diversity

In pairs or small groups, develop a list of interview questions to ask family, friends and /or community members about views on diversity, inclusivity and belonging. Conduct interviews, collate findings and share the results.

## Concluding and acting

### Celebrating diversity

Students create a visual presentation that communicates their feelings about the value of diversity. How does diversity contribute to our society?