

Stage 5 – Unit 3

Diversity in our community

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.



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?

Understandings, 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
- infographics featuring some relevant Australian statistics: <http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Home> (Australian Bureau of Statistics, 2017)
- 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](#).