# Stronger together – Promoting inclusion – Stage 4

Duration:

## Description

A learning sequence aimed at developing knowledge and understanding of diversity and inclusion for individuals and the community. Students will develop skills and strategies to support inclusivity as an individual and also within the school and wider community.

## Syllabus outcomes

* **PD4.3** investigates effective strategies to promote inclusivity, equality and respectful relationships
* **PD4.10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

All outcomes referred to in this unit come from [PDHPE K-10](https://itstopswithme.humanrights.gov.au/respond-racism/what-works) Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

## Teaching notes

Schools are advised that resources embedded within this unit are not endorsed by the NSW Department of Education.

### Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE website](http://ifaketext.com/).

### Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (for example videos, media clips and YouTube), interactive web-based content (for example games, quizzes and websites) and texts.

Use the [resource review flowchart](https://itstopswithme.humanrights.gov.au/respond-racism) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

### Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. A sample information letter is available on the [PDHPE website](https://docs.google.com/presentation/d/14e76VxMJgTYOK2hGHC5sZTAda0o7PrQfNfYtOZnE0sM/template/preview).

## Lesson overview

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| Syllabus | Teaching, learning and assessment experiences |
| **What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?**   * Investigate the benefits to individuals and the community of valuing diversity and promoting inclusivity   + explore their own and others’ values and beliefs towards discrimination, for example, disability, age, religion, race, sexuality, gender   + research how stereotypes and prejudice are challenged in local, national and global contexts   + discuss how challenging and resisting stereotypes can help young people to be themselves | Learning intention – to explore concepts around diversity, stereotypes and inclusivity and to reflect on personal attitudes and beliefs with regards to these issues.  **Activity one: What influences our attitudes and beliefs?**  Students brainstorm what influences and contributes to individual’s attitudes and beliefs including family, media, culture, age, gender, SES, religion, location, disability.  Students write an example or case study of how people may treat others differently due to differing values and attitudes  Access the [Together for Humanity Difference Differently resource](https://itstopswithme.humanrights.gov.au/respond-racism/what-does-law-say). Complete this this activity online.  Students complete the reflection questions:   * How correct were you? * What influenced your choices? * Realistically – do you think you may have stereotyped these individuals? * What have you learnt from this activity?   Note – depending on school context there may be a variety of values and or attitudes and students should respect the right of people to have differing views and their right to express themselves while respecting all class members. However, teachers may need to ensure that these views are socially appropriate.  **Activity two: How do we cultivate inclusion?**  Students watch [Cultivate Inclusion](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10?v=H2vzTkP5cU4) (duration 4:01).  After the video students record the types of differences mentioned.  Complete the Diversity matching activity (found below under resources) by linking different areas of diversity, definitions and examples (Resources page).  **Reflection and Literacy focus.** Students are to complete either of the reflection activities:   1. “Tell your partner”- email, place on google classroom chat stream or use other class platform to share a response 2. [Outline](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/learning-environment?v=UaFsaLtuZNs) (duration 1:48) what cultivating inclusion means to you now. Provide an example in your answer. Encourage students to use a specific scaffold used within the faculty/ whole school approach- **TEEL, PEEL, SEXY.**   Learning intention – to recognise and or acknowledge that race and religion can be potentially divisive areas within society. Look at stereotypes – why they are held and how they develop – leading to how we can break them down. Discuss racism as a key form of discrimination whereby individuals are isolated in the community.  Activity three: How do we challenge bias, stereotypes and exclusion?  Students watch the [cultural iceberg video](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html?v=woP0v-2nJCU) (duration 1:50) or use the static image [If I really knew you](http://www.differencedifferently.edu.au/differing_stories/part_3a.php) as stimulus.  Students reflect on the content of the video or image and write a reflection on their experiences in terms of their cultural heritage. Does the image ‘work’ for them or resonate with them? Ask students to add explanation to their reflection.  Students develop a definition for stereotype(s) and record examples? Students answer the questions:   * How can stereotypes impact an individual? Consider in your answer both positive and negative aspects. * How can stereotypes impact a community? Consider in your answer both positive and negative aspects. * Where do stereotypes come from?   + Identify a stereotype in advertising or a TV show and explain why the stereotype has been used.   As a class, discuss how stereotypes are developed. Use a face to face, online streaming service for the discussion or access an online platform for chat.  **Teacher note**: You can pose this as a question in your Google classroom or other online platform stream.  Consider what impact it may have if an individual is stereotyped in a way that they believe is incorrect. How might they feel? How might they react?  Use examples to highlight the learning:   * Example one - what impact is the current COVID-19 health situation having on people from various Asian cultures? How might they feel? How might they react? What impact could it be having? * Example two - the impact of 9/11 or the Lindt siege on the Australian Muslim community and the #ridewithme.   Students share with other members of the class how community members can challenge these stereotypes – examples could be used that are best suited to school context.  **Teacher note:** You can set up an online [Mentee](https://www.youtube.com/watch) or Wordle station for students to put their ideas in. Students can look at the collective ideas and reflect on this as it changes with each student idea added.  Activity four: How can we challenge racism?  Introduce the concept of racism explicitly. Students research and create a definition and offer examples of racism in the community.   * Watch the ['No excuse' video.](https://www.youtube.com/watch?v=w_c_4CRz_IQ) (duration 4:11) * Students select one person from the video and brainstorm how the situation might affect their lives and those around them. This could be done by drawing an outline of a person and then students write examples of the ways an individual might personally be affected by racism inside the outline. Then students include examples of the ways that the broader community might be affected by racism around the outside of the person. Use the following questions as a stimulus: * Students answer the questions: What might be some effects on the person’s self-esteem? What might be some effects on their relationships with other people? What might be some effects on the way this person feels about people in the community such as the police, bus drivers or adults?   Lesson intention – Investigate strategies and skills that can be utilised to foster inclusivity.   * Review the statistics on the [SBS website](https://www.youtube.com/watch). Individually, students write a reflection/ blog post on the following topic – Australia is racist. * Students access the [Respond to Racism section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication) of the It stops with me website. Watch the [‘What does the law say’](https://www.mentimeter.com/login) video (duration 0:31).   + Students identify how each example was responded to and challenged.   + Students create a plan outlining what they could do as a bystander to challenge what happened. Share with the class. * Students explore the [What works section](https://www.sbs.com.au/yourlanguage/hindi/en/article/2017/02/27/australia-racist-here-are-10-stunning-stats) of the It stops with me website.   + In groups, students select or are allocated one area/ organisation/ branch of government from this site to review. Create a report for other students with examples of how racism has been challenged. Reflect on whether this is the case in your community and write a plan for action to increase the focus on addressing racism in the local community.   **Note**: Your plan for action could include:   * overarching goal * targeted action (what is it that needs to be done) * person/ s responsible (who should take action to complete this step) * deadline (when should this be completed by) * necessary resources (what do you need in order to complete the first step?) * potential challenges (are there any potential challenges that may impact completion? What resources can be accessed to provide opportunities for completion on time) * results/ outcome (what was completed?) * next steps (what are the next steps to ensure this is completed or improved to suit current context) * evaluation of the process can be completed as a class. Student led evaluation could work here in an online stream. |
| **What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?**   * Plan and implement inclusive strategies to promote health and wellbeing to connect to the community.   + describe the skills, strengths and strategies required to contribute to inclusive communities and implement strategies to challenge prejudicial and discriminatory views of diversity within the community.   + apply ethical and inclusive strategies to promote health and wellbeing of themselves and others | Lesson intention – recognise that skills and strategies can be put in place by the individual and community to ensure that our community is inclusive. Apply this knowledge to promote the wellbeing of all community members.  **Activity five: How can we apply our skills and strategies to promote inclusion?**   * As a class, discuss what skills and strategies would be needed by individuals and community groups to promote inclusivity in the school and community. * Students created a [fake mobile phone conversation](https://www.youtube.com/watch) or [fake Facebook](https://akgtcanada.com/if-i-really-knew-you/?usp=drive_web&ouid=%7BuserId%7Dn) post which demonstrate skills and strategies to promote inclusivity. * Alternatively, students access the hurtful chat activity at [Difference Differently](https://www.differencedifferently.edu.au/mapping_diversity/part_1a.php) and reflect on each situation. |

## Resource - Diversity matching activity

Draw a line to match the type of diversity with the correct definition. Then draw a line from the definition to the matching example of diversity.

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| Type of diversity | Definition | Example of diversity |
| gender | The location where people live | An inexpensive training course so that people from diverse backgrounds can attend |
| cultural | A range of different age from young to old | Having a policy in place that allows for non-discrimination of those of varied sexuality |
| socioeconomic | Male, female or gender non-specific | A conference inviting attendees from many different countries |
| geographical | Financial and social position compared to others | Installing a wheelchair ramp to a building so people in wheelchairs can enter |
| disability | Speaking different languages | A workplace where people from many different races and ethnic groups work |
| sexuality | Differences in physical and mental conditions and capacities | Respectful conversations between religious leaders |
| language | Heterosexual, same sex attracted, bisexual, transgender, asexual | Students speaking languages other than English in the playground |
| age | Followers of different beliefs or having no faith based beliefs | Teenagers visiting a retirement village to work with the aged |
| religious | Racial or ethnic background | A school attended by equal numbers of male and female students |