Stage 5 – Unit 2

How was discrimination impact on Australian society?

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 communicaton 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:
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.

Understandings, 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

Students independently investigate the NSW Anti-Discrimination Act 1977 and the types of discrimination listed in the Act by visiting the Anti-Discrimination Board of NSW link: https://www.antidiscrimination.justice.nsw.gov.au/Pages/adb1_antidiscriminationlaw/adb1_about-discrimination.aspx.

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
- upstanders (see the NSW anti-bullying website)
- 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, class mates 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.