 Stronger together

Unit duration and timing

5 weeks, Term 3 – integrated

Unit description

This integrated unit focuses on 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. They will apply these skills in a number of settings and develop empathy for marginalised groups in the community and hopefully use advocacy skills to improve the wellbeing of these individuals. The practical component utilises the concept of T.E.D Games - that is Traditional, Emerging and Disability Games.

Strands

* Health, wellbeing and relationships
* Movement skill and performance
* Healthy, safe and active lifestyle

PDHPE propositions

* Focus on educative purposes
* Strengths based approach
* Critical enquiry
* Value movement

Outcomes

* PD4.3 investigates effective strategies to promote inclusivity, equality and respectful relationships
* PD4.4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
* PD4.8 plans for and participates in activities that encourage health and a lifetime of physical activity
* 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 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

PDHPE skills

* Self management
  + Strengthening personal identity
  + Self awareness
  + Decision-making and problem solving
* Interpersonal
  + Communication
  + Collaboration
  + Empathy building
  + Social awareness
* Movement
  + Fundamental and specialised movement skills

Learning across the curriculum focus

* Cross-curriculum priorities
  + Aboriginal and Torres Strait Islander histories and cultures
  + Asia and Australia’s engagement with Asia
* General capabilities
  + Critical and creative thinking
  + Ethical understanding
  + Information and communication technology capability
  + Intercultural understanding
  + Literacy
  + Numeracy
  + Personal and social capability
* Other leaning across the curriculum areas
* Civics and citizenship
* Difference and diversity

Key inquiry questions

* What skills and strategies can be used to promote inclusivity, equality and respectful relationships?
* What positive actions can contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?
* How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Teaching notes

This unit has been developed by Macarthur Girls High School. The resources used and activities embedded within this unit have been deemed suitable for that school context. 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.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/general-information/learning-environment)

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 (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) 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://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/general-information/parents-and-carers).

Lesson overview

| Syllabus | Teaching, learning and assessment experiences | Registration |
| --- | --- | --- |
| 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 * describe how pro-social behaviour, respecting diversity and challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health, safety and wellbeing | Learning intention – to explore concepts around diversity, stereotypes and inclusivity and to reflect on personal attitudes and beliefs with regard these issues.  Introduction to unit   * visible thinking activity using laminated pictures or PPT – groups of 6 students are presented with a box or plastic sleeve containing a range of images (sourced from the internet, magazines and so on) including those of the different forms of diversity that exists, for example, disability, age, religion, race, sexuality, gender – see, think, wonder (what do they see? what are the images about? what does it make you wonder (as a link to topic)? * brief class brainstorm on the ways people in our society are different – draw out as wide a range as is possible or * on whiteboard – have students list the diverse groups and backgrounds within the school and the local community * Taking a position activity – laminated cards with agree / disagree / unsure posted around the room. Give brief explanation that teacher will read out a statement and students need to ‘take a position’ that best represents their feelings and move to that space. After students take their position invite students to explain ensuring you canvas all groups. For more ‘diverse’ responses allocate students to different roles (clearly indicating it is not their view but rather their ‘characters’ such as a parents, an elderly person, a minister of religion, someone of the opposite sex etc. start with some warm-up questions such as school uniform should be compulsory, you can be friends with someone who has different opinions to you. Then move to questions related to different areas of diversity, for example, I would support a friend who is culturally diverse. Have between 6-8 statements only. Do a reflection sheet focusing on people’s values and attitudes * brainstorm the factors that contribute to an individual’s attitudes and beliefs including factors such as family, media, culture, age, gender, SES, religion, location, disability. Ask students to think about how people may treat others differently due to differing values and attitudes * Who is this? Activity – have students use their devices or could use data projector. Could also be a homework task. [Difference Differently – Mapping Diversity](http://differencedifferently.edu.au/mapping_diversity/part_1a_1.php)   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.  Assessment task could be distributed at this time?   * Show video – [Cultivate Inclusion](https://www.youtube.com/watch?v=H2vzTkP5cU4) and follow with a quick think-pare-share on the types of differences mentioned and link to above. * complete matching activity table with a list of different areas of diversity, definitions and examples – see resource pages   Note – at this point a decision may be made as to any particular focus area based on school context. This unit will explore at race and religion and sexuality.  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.  Race and religion   * discuss the cultural diversity within the class and how we recognise this diversity * show students the cultural iceberg – either video [YouTube – Cultural Icerberg](https://www.youtube.com/watch?v=woP0v-2nJCU) or static image [If I really Knew You](https://akgtcanada.com/if-i-really-knew-you/)   Discuss – what are their experiences in terms of their cultural heritage – does the image ‘work’ for them?   * Think, pair, share activity – ask students to define stereotype(s) – can they give examples? what impact do stereotypes have on individuals and the community – can they give examples? where do stereotypes come from? * class discussion on how stereotypes are developed. Consider what impact it may have a individual is stereotyped in a way that they believe is incorrect – how might they feel? how might they react. (could look at Australian Muslim community after 9/11 and #ridewithme). Ask them to consider and then share with others how we can challenge these stereotypes – examples could be used that are best suited to school context. * Option – role play activity. Danny’s Restaurant – see resource pages * introduce concept of racism – ask students to offer definitions and or examplesm   Make a selection from the following activities as best suited to your context   * ['No excuse' brainstorming activity](https://www.youtube.com/watch?v=w_c_4CRz_IQ)   Begin this activity by watching (as a class) the following video – called NoExcuse. Ask students to select one person from the video and brainstorm how the situation might affect their lives and those around them. You could ask students to do this by drawing an outline of a person and then instruct students to write examples of the ways an individual might personally be affected by racism inside this outline. Then ask students to 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:   * + 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?   + ask students to suggest what they could do as a bystander to challenge what happened   Lesson intention – to look at strategies and skills that can be utilised to foster inclusivity.   * Discuss the statistics on the [SBS website](https://www.sbs.com.au/yourlanguage/hindi/en/article/2017/02/27/australia-racist-here-are-10-stunning-stats). Discuss – do students believe that Australia is racist? * Go to the [Respond to Racism section](https://itstopswithme.humanrights.gov.au/respond-racism) to look at responding to racism and watch the [‘What does the law say’](https://itstopswithme.humanrights.gov.au/respond-racism/what-does-law-say) * Ask students to identify how each example was responded to and challenged. * Next look at the [What works section](https://itstopswithme.humanrights.gov.au/respond-racism/what-works). Divide the class into 6 groups and assign one area to each group to explore. They then have to report back with some examples of racism has been challenged. * Have students read [the article](https://schoolsnsw-my.sharepoint.com/personal/michiko_ishiguro_det_nsw_edu_au/Documents/Desktop/●%09https:/www.smh.com.au/national/five-experiences-with-racism-in-australia-20130530-2neu9.html) and make notes on the physical, emotional, mental and or social impacts on each individual (Kamahl, Archie Roach, Mo'onia Gerrard, Benjamin Law, Claudia Chan Shaw)   [Examples of bystander behaviour](https://www.westernsydney.edu.au/challengingracism/challenging_racism_project/our_research/bystanderanti-racism) |  |
| 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.   What skills and strategies can be used to promote inclusivity, equality and respectful relationships.   * explore skills and strategies needed to communicate and engage in relationships in a positive way   + practice being respectful, sympathetic and empathetic to different viewpoints and plan alternative ways to respond to 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.  What can you do?   * Class discussion around why we need to have an inclusive community and how this could happen. Ask them to consider this from the individual, community, national and international perspective. Brainstorm media campaigns that strengthen inclusivity such as Target and Kmart using disabled children in ads ; SBS charter for multicultural inclusion ; #ridewithme ; #metoo movement ; same sex marriage advertising ; WordsAtWork campaign ; Dove Real Beauty campaign * Activity – divide students into small groups – as a class list on board the different places that exclusion may occur (for example, school, home, workplace, sport, in the media, online-cyber-racism, public places, while shopping or using services and so on) – using butchers paper or a collaborative online tool (google doc, twiddla, padlet, popplet) – nominate each group to a place and a reason for exclusion and have them look at what may occur there and ways the people in that place can react in a positive manner. Each group presents to class – if time allows this information could be turned into a brief role play where students demonstrate pro-social behaviours to enhance inclusivity   Assessment task handed out?   * class based discussion on the idea we need to have skills and strategies to promote inclusivity as individuals, within the school and community * given that phones and social media are areas of risk and therefore an area where strategies can be developed have students complete one or both of the following activities. A reminder that common sense and appropriate discussions should take place. These could be collected as evidence of learning * Have students created a [fake mobile phone conversation](http://ifaketext.com/) which demonstrate skills and strategies to promote inclusivity or [fake face book](https://docs.google.com/presentation/d/14e76VxMJgTYOK2hGHC5sZTAda0o7PrQfNfYtOZnE0sM/template/preview?usp=drive_web&ouid=%7BuserId%7Dn).   Alternatively, you could use prewritten conversations at [Difference Differently](http://www.differencedifferently.edu.au/differing_stories/part_3a.php) (excellent source). |  |

T.E.D games – practical component of stronger together

During practical lesson students will participate in a variety of T.E.D games – Traditional, Emerging and Disability Games. Games are a part of a shared cultural heritage where acceptance and inclusivity can be broadened along with the skill development and health benefits that come from participation.

Throughout the games and activities teachers are encouraged to make links to classroom activities on inclusivity. Choices can be made to best suit school context.

Students may keep a reflective journal to be completed after each lesson as part of the assessment process. This journal could be free-form or based on a series of questions such as;

* describe the key elements of the game
* what is the cultural significance of the game?
* what did you enjoy about the game?
* what insight did you gain in terms of our studies in the ‘Stronger Together’ unit?

| Teaching and learning experiences | Registration |
| --- | --- |
| Traditional games   * Games of the Aboriginal Peoples – the resource Yulunga: Traditional Indigenous Games (Australian Sports Commission 2008) offers numerous games that originated within the Aboriginal and Torres Strait Islander communities. Games such as Kalkadoon, Koolchee, Keentan, Parndo and Millim Baeyeetch can be utilised   For detailed explanations of each game refer to the resource above or the unit produced by the department called Understanding cultural differences – [Aboriginal peoples and their games](https://schoolsequella.det.nsw.edu.au/file/0f96e68e-bbc8-465f-8aa6-16ac113b50ad/1/s4-aboriginal-cultures-games.docx).   * Sepak Takraw – South-East Asia – sepak = strike with the foot in Malay ; takraw = basket in Thai   Closely resembles hacky-sack type game when played recreationally but is been played at the Asian Games. As with many traditional games there is little equipment, few rules and maximum participation.  In the team version players have the goal of keeping the ball off the ground for as long as possible, kicking or heading in the ball.  The more structured version uses a volleyball or badminton style net and small teams usually of 3-4.  Resources ca be found:  [How to play Sepak Takraw – Basic Rules](http://www.bangkok.com/sport-sepak-takraw/basic-rules---how-to-play.htm)  [YouTube – The amazing game](https://www.youtube.com/watch?v=H2LIlu7_-xc)  [Basic skills teaching guide](http://takrawaustralia.com/wp-content/uploads/2014/03/ASTA_BasicSkillsBooklet.pdf)  Other traditional games   * [Ki-O-Rani – Maori](https://www.r2r.org.nz/games-activities-maori-youth/ki-o-rahi.html)   A large team game played between 2 teams of 7, Kīoma and Taniwha on a large circular field. Played for 4 quarters or 2 halves of a set time, teams alternate roles of Kīoma andTtaniwha at half or quarter time.  Kīoma score by touching Pou/s with the Kī (for potential points) then running the Kī through Te Roto and placing it down in Pawero to convert pou touches into points. Kīoma stop the other team, Taniwha.  Taniwha score by hitting the Tupu with the Kī. Kīoma will have Kaitiaki (guardians) around the Tupu to stop Taniwha from hitting the Tupu. Depending on which variation is being played, Taniwha must stop Kīoma from scoring by either touching, 2 handed touch, ripping the tag or tackling them in the appropriate area.   * [Sabakiball – Japanese](https://www.sabakiball.net/)   The word sabaki is a Japanese verb meaning to move or maneuver. Unlike other sports, when a ball goes out of bounds... don't stop playing, a goalie has just 3 seconds to throw a new ball into play. The goalie in Sabakiball plays offense as well as defense, all other players are never offside, and the play never stops for more than 3 seconds. Oh, and by rule, keep their team from scoring. The truth is that Sabakiball is like Handball in the same way that Football is like Rugby, or Lacrosse is like Hockey. It may appear similar in some ways, but just ten minutes on the court and you will feel the difference! One of the reasons for Sabakiball's rapid growth is the non-stop action of the game and it is strongly encouraged that schools and league organizers gain the most benefit and fun from the sport by adhering to the basic rules of play and using Official Sabakiball equipment.  [Sabakiball Basic Rules](https://www.sabakiball.net/basic-rules.html)  [Sabakiball Instructional Videos](https://www.sabakiball.net/instructional-videos.html)   * [Finska](https://www.finska.com.au/)   Finska is the addictive log-tossing game from Finland. An ancient Finnish game, Finska is a unique and seriously addictive outdoor game where teams race to exactly 50 points, where every game is different, Finska requires both strategy and skill to defeat your opponent and claim victory. Finska also has the added bonus of reinforcing mental arithmetic (numeracy activity) Kubb is a similar game see information for both at the website above. Equipment is expensive so have a chat to your TAS faculty  Emerging games   * [Tchoukball](http://www.tchoukball.org.sg/content/how-play-tchoukball)   Tchoukball uses rebound nets on a basketball sized court, 2 teams of 6-7. There is a three pass limit before the player shoots at rebound surface on either end of the court. See [website](http://www.tchoukball.org.sg/content/how-play-tchoukball) for more information and [video.](https://www.google.com/search?q=how+to+play+Tchouball&rlz=1C1JZAP_enAU833AU833&oq=how+to+play+Tchouball&aqs=chrome..69i57j0l2.11421j0j7&sourceid=chrome&ie=UTF-8#kpvalbx=1)   * [Pickle Ball](https://pickleballaus.org/about-pickleball/)   Pickle Ball is a game played either indoors or out, as singles or doubles, on a court the size of a badminton court over a low tennis-style net. It is played with a paddle made from either wood, graphite, or aluminium and a light, plastic whiffle ball a bit larger than a tennis ball but with holes in. The scoring takes you through to eleven and the winners must be ahead by two. Because the games are relatively short, players waiting in the wings for a court are assured of a game without much delay.  [Pickle Ball Rules](https://pickleballaus.org/the-rules-in-brief/)  [Pickle Ball Videos](https://pickleballaus.org/videos/)  Disability games   * [Goalball](http://www.dhamilton.net/goalball/HOW_TO_PLAY_GOALBALL/How_to_Play_GOALBALL.htm)   Goalball is a sport exclusively for athletes with a vision impairment. The object is to roll the ball into the opponent’s goal while the opposing players try to block the ball with their bodies. Bells inside the ball help to orientate the players by indicating the direction of the oncoming ball. Therefore while play is in progress, complete silence is required in the venue to allow the players to concentrate and react instantly to the ball.  [Equipment](https://www.hartsport.com.au/active-play/active-play-games/miscellaneous-games/hart-kidz-goalball-set-w-blindfolds) (or sweet talk your TAS department to make blindfolds)   * Sitting Volleyball   Sitting volleyball is played on a smaller court (10m x 6m) and a lower net. It’s played in a best-of-five set format, and the first to reach 25 points (with at least a two-point lead) wins the game. Teams consist of mixed classes in male and female events, with six on the court at a time. At all times, an athletes’ pelvis must be touching the ground, and service blocks are allowed. Teams have three passes, to form an attacking play, before the ball has to go over the net.  Note – alternative assessment task for the unit could be to create an original game and or activity that is inclusive of a student with a disability or show how a PDHPE lesson - skill drills and game (for example – basketball) – could be modified to be inclusive of a student with a disability, for example, visual impairment, in a wheelchair, ataxia and so on. |  |