



Australian  
Human Rights  
Commission

#RightsED

1 December 2014

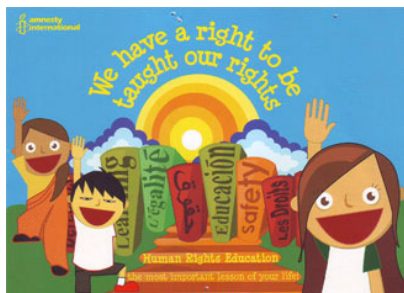
# RightsTalk

## Rights in a crowded classroom



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Human Rights  
Commission

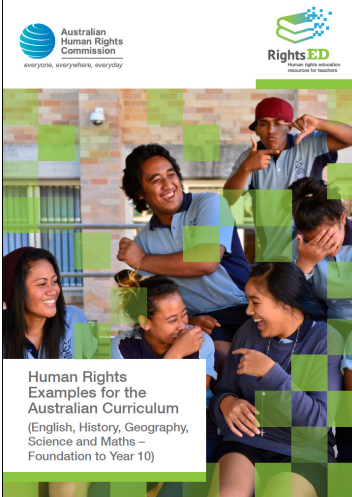
**EDUCATION IS THE MOST POWERFUL  
WEAPON WHICH YOU CAN USE TO CHANGE  
THE WORLD - NELSON MANDELA**





# Rights ED

Human rights education resources for teachers



Australian Human Rights Commission  
everyone, everywhere, everyday

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Human rights education resources for teachers

Human Rights Examples for the Australian Curriculum  
(English, History, Geography, Science and Maths – Foundation to Year 10)



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Disability Rights: Accessibility and Liveability  
A unit of work for the Australian Curriculum: Geography, Year 7



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Disability Rights: Inclusion and Sport  
A unit of work for the Australian Curriculum: Health and Physical Education Curriculum, Years 7 and 8



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Tackling Disability Discrimination in Sport  
A unit of work for the Australian Curriculum: Health and Physical Education, Years 9 and 10

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**Take a stand against racism**  
A unit of work for the Australian Curriculum: Health and Physical Education, Years 5 and 6

**Tackling racism in Australia**  
A unit of work for the Australian Curriculum: Health and Physical Education, Years 9 and 10

**The Globalising World: Changing policies and Australian identity**  
A unit of work for the Australian Curriculum: History, Year 10

**Australia as a nation – race, rights and immigration**  
A unit of work for the Australian Curriculum: History, Year 6

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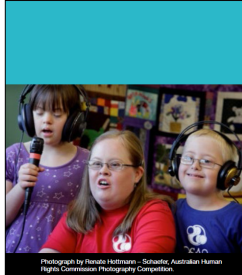
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## Teaching and Learning Activities

These lessons can be taught as a unit or as individual lessons:

1. What makes a community liveable for diverse groups of people?
2. Assessing the liveability of your local suburb.
3. Disability rights and accessibility.
4. Assessing and improving the liveability of your school environment for people with disabilities.
5. Examine the role that transport plays in people's ability to access services.

## Learning Outcomes

As a result of this unit students will:

- Investigate the concept of liveability and the factors that affect the liveability of a place.
- Explore how the liveability of a place can be limited by its accessibility.
- Analyse how places have varying degrees of liveability and accessibility depending on a person's perspective and situation; focusing specifically on how people with a range of disabilities may face difficulties with accessing places.

CONTENTS

Disability Rights: Accessibility and Liveability • Geography, Year 7-8

Links to the Australian Curriculum  
Years 9 and 10: Personal, Social and Community Health

Content Description	Elaborations
<b>Communicating and interacting for health and wellbeing</b>	
<b>ACPPS093</b> — Investigate how empathy and ethical decision making contribute to respectful relationships	<ul style="list-style-type: none"> <li>• investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships (RS, MH, S)</li> <li>• investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful (RS, S, MH)</li> <li>• appropriate bystander behaviour when confronted with racist attitudes or behaviours (RS, S)</li> </ul>
<b>Contributing to healthy and active communities</b>	
<b>ACPPS096</b> — Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities	<ul style="list-style-type: none"> <li>• developing and implementing proposals to enhance the wellbeing of staff and students in the school (MH, FN, S, RS, AD, HBPA)</li> <li>• investigating community-action initiatives that have had a positive influence on the health and wellbeing of their communities (MH, S, FN, RS, AD, HBPA)</li> </ul>
<b>ACPPS097</b> — Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments	<ul style="list-style-type: none"> <li>• designing and critiquing a strategy to involve family, friends and members of the community in cultural celebrations to promote a sense of connection with and belonging to the community (RS, MH)</li> </ul>

### Communicating and interacting for health and wellbeing

**ACPPS093** — Investigate how empathy and ethical decision making contribute to respectful relationships

- investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships (RS, MH, S)
- investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful (RS, S, MH)
- appropriate bystander behaviour when confronted with racist attitudes or behaviours (RS, S)

### Contributing to healthy and active communities

**ACPPS096** — Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities

- developing and implementing proposals to enhance the wellbeing of staff and students in the school (MH, FN, S, RS, AD, HBPA)
- investigating community-action initiatives that have had a positive influence on the health and wellbeing of their communities (MH, S, FN, RS, AD, HBPA)

**ACPPS097** — Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments

- designing and critiquing a strategy to involve family, friends and members of the community in cultural celebrations to promote a sense of connection with and belonging to the community (RS, MH)

## Links to the Australian Curriculum

### Years 9 and 10: Personal, Social and Community Health

#### Content

The content in this unit relates to the Australian Curriculum: Health and Physical Education for Years 9 and 10, covering the strand of Personal, Social and Community Health.

#### General Capabilities

The general capabilities emphasised in this unit of work are **Intercultural understanding**, **Ethical understanding**, **Literacy**, **Personal and social capability**, **Critical and creative thinking** and **Information and communication technology (ICT) capability**.

#### Cross-curriculum priority

The cross-curriculum priority emphasised in this unit is **Aboriginal and Torres Strait Islander histories and cultures**.

## RightsED Literacy Activity Sheet: Disability rights and sports

**Instructions:** Read the following text and answer the margin questions.

All people have the right to participate in **recreation, leisure** and sporting activities.

Australia also has a law called the **Disability Discrimination Act (DDA)** that protects individuals across Australia from unfair treatment in many parts of public life including in sport. The DDA makes disability discrimination **unlawful** and promotes equal rights, equal opportunity and equal access for people with disabilities.

Australia has also signed an important international **treaty** called the **Convention on the Rights of Persons with Disabilities** or the **Disability Convention** for short.

The **Disability Convention** identifies how to **take action** to enable people with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities:

- To **encourage and promote the participation**, to the fullest extent possible, of people with disabilities in **mainstream sporting** activities at all levels;
- To **ensure that people with disabilities have an opportunity to organise, develop and participate** in **disability-specific** sporting and recreational activities and, to this end, encourage the **provision**, on an equal basis with others, of appropriate instruction, training and resources;
- To **ensure that people with disabilities have access** to sporting, recreational and tourism venues;
- To **ensure that children with disabilities have equal access**, with other children to participation in play, recreation and leisure and sporting activities, including those activities in the **school system**;
- To **ensure that people with disabilities have access to services from those involved in the organisation of recreational, tourism, leisure and sporting activities.**

### CONTENTS

RETURN TO LESSON 2

What is the difference between recreation and leisure?

What is a treaty?

What does take action mean?

What does mainstream sport mean?

What is a disability-specific sport?

What does provision mean?

What does equal access mean?

Tackling Disability Discrimination in Sport - Health and Physical Education, Years 9 and 10-24

Sequence 1 - Migration experiences: Post War to the 1970s

While the word 'race' was not explicitly used in the legislation, mechanisms such as the dictation test were used to create barriers to keep non-Europeans from entering Australia.

#### Online research activity

Begin this activity by providing students with a brief background on the Immigration Restriction Act. Documenting democracy offers a short history of the Act as well as a full transcript of its contents. Highlight section 3 (a) of the Act, which outlines the terms of the dictation test.

Divide students into pairs or small groups and instruct them to conduct an online investigation into the Immigration Restriction Act. Ask students to ascertain the following:

- What was the Immigration Restriction Act trying to achieve? (i.e. why was the government trying to restrict immigration?)
- Who was the Act trying to exclude and why? (e.g. Asians - in particular Chinese migrants and Pacific Islanders)

As a starting point, the website **Difference Differently** offers a series of excerpts taken from Hansard revealing various political positions on the subject of immigration. These excerpts offer useful insight into the discriminatory attitudes and policies of the time.

Additionally, you may also wish to use the following cartoons as prompts for student investigation:



The Counting World: Changing jobs and Australian identity - History, Year 10 - 21

### CONTENTS

#### RESOURCES

Immigration Restriction Act 1901. Documenting Democracy

The Immigration Restriction Act. Difference Differently website

"Racial Exclusionism: A Little Australian Christmas Party of the Future." Immigration Museum, Victoria

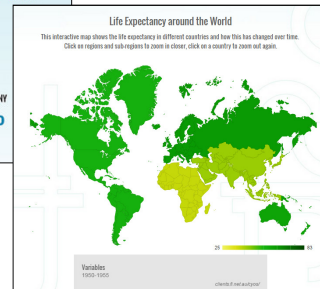
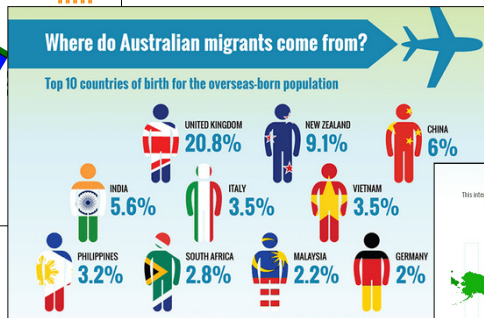
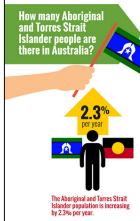
## Choose your own STATISTICS



Ever wondered about the story behind the statistics? Well, Choose Your Own Statistics lets you find out what the numbers mean and see where you fit in the Big Picture. Click on any of the topics below to find out more.

HOW TO USE THIS SITE

<b>Demographics</b> 	<b>Country of Birth</b> 	<b>Life Expectancy</b> 
<b>Homelessness</b> 	<b>Weekly Wages</b> 	<b>Access to Information</b> 
<b>Youth in the Justice System</b> 	<b>Respectful Relationships</b> 	<b>Working and Young People</b> 





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Find the new resources here:

[www.humanrights.gov.au/education/human-rights-school-classroom](http://www.humanrights.gov.au/education/human-rights-school-classroom)

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