

Let's Talk About: Equality and Equity

Teacher Notes and Guide to Student Workbook Activities

How to Use This Resource

Each activity outlined in these teacher notes corresponds directly to the activity of the same name in the student workbook. Please see the student workbook for more information on what each activity involves.

Teacher Notes

The theme of this series '*Miniclips: Let's Talk About...*' is that of equality vs equity. It is important to be familiar with the definitions of these terms before viewing each Miniclip.

Equality: *the state of being equal, especially in status, rights or opportunities*

Equity: *the quality of being fair*

Even though we might perceive that a situation is equal for all, sometimes people are still disadvantaged or excluded due to ongoing prejudice, discrimination, and ignorance. As an example, expecting all students to write the answers to their test using pen and paper is treating them **equally**. Allowing the student with a broken arm to instead type their test responses is **equitable**.

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond.

Before beginning any activities on this topic, it is important to take some time to think about the students in the class. Do your best to familiarise yourself with the backgrounds of your students by engaging with parents, support staff, the school principal, or other relevant colleagues.

Be careful not to make any assumptions about the students in your class.

Understand that the personal experiences of your students may affect their engagement with this subject matter, particularly if they (or their families) have experienced trauma.

Classroom Management and Behavioural Expectations

The activities in the student workbook can be used in a variety of ways according to the number of students, age, and ability levels in your classroom. These activities can be adapted and used in existing subjects (for example, history or personal development and health education) or to create a standalone lesson on the topic during special celebrations such as Mardi Gras, Harmony Day or International Women's Day.

Younger students (Years 3-4) will need to be instructed and guided by the teacher, while older students (Years 5-6) may be able to complete many of the activities independently or in small groups. Bear in mind the importance of coming together as a class or group throughout and at the conclusion of activities to summarise learnings and address any ongoing questions or misconceptions.

You may already have class rules but setting up ground rules before conducting lessons could include the following:

- To value and respect others' views and opinions
- To listen without interrupting, criticizing or making fun
- To avoid sharing personal information when giving examples or sharing experiences

If students are not observing the ground rules, make a direct statement such as: "*We may not agree on all matters. Let's make sure we find a way to disagree while still showing respectful behaviour.*" You may not know the answer to all questions, in this case do not be afraid to say, "*I do not know the answer to your question, but I will find out for you.*" It is important to provide accurate information.

CURRICULUM OBJECTIVES

The activities that accompany this Miniclip are designed to both consolidate and assess learners' understanding of the content. They contain unique opportunities for teachers to measure learners' capabilities in the following areas:

Capabilities:



Critical and Creative Thinking



Ethical



Personal and Social

Health and Physical Education / Years 3 and 4 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing / ACPPS037

Describe how respect, empathy and valuing diversity can positively influence relationships

- describing behaviours that show empathy and respect for the rights of others
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them

HASS / Year 3 / Geography / Concepts for developing understanding / ACHASSK071

Who makes rules, why rules are important and the consequences of rules not being followed

- considering why rules differ across contexts (for example, a library, the playground, in class, at home, in games and in cultural groups)
- discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules

HASS / Year 3 / Geography / Concepts for developing understanding / ACHASSK069

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places

- examining the similarities and differences between their daily lives and those of people in another place in Australia or neighbouring country, and inferring what it would be like to live in these places

HASS / Year 4 / Civics and citizenship / Concepts for developing understanding / ACHASSK092

The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples

- distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school)

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK147









The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens

- exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)

HASS / Year 6 / Geography / Concepts for developing understanding / ACHASSK139

Differences in the economic, demographic and social characteristics of countries across the world



- comparing people's lives in places with different levels of income

Activity	Resources	Outcomes
<p><u>Activity 1: Equality vs Equity</u> Timeframe: 35 minutes Overview: This activity will develop students' understanding of the difference between <i>equality</i> and <i>equity</i> with the help of a visual aid.</p> <p>Younger students will need to be guided through these questions and have the discussion facilitated by the teacher.</p> <p>Older students could complete individually or discuss in pairs or small groups.</p> <p>Come together as a class once this activity is completed to discuss students' differing responses taking note of their level of understanding of the difference between equality and equity.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Ethical</p> <p> Personal and social</p> <p>ACHASSK071</p>
<p><u>Activity 2: Rule or Law?</u> Timeframe: 35 minutes Overview: This activity encourages students to think about the rules and laws we follow in our society.</p> <p>This activity prepares students for the next activity "One rule for all?" as they consider how a rule can be changed or contested more easily than a law. This activity may also stimulate a discussion on the difference between a rule and a law as the class comes together to mark their responses.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Ethical</p> <p> Personal and social</p> <p>ACHASSK071</p> <p>ACHASSK092</p>
<p><u>Activity 3: One Rule for All?</u> Timeframe: 40 minutes Overview: This activity will show students that sometimes changes can be made easily (in the case of a rule as opposed to a law) to make situations fairer for all.</p> <p>Younger students will need to be guided through these questions and have the discussion facilitated by the teacher.</p> <p>Older students could complete individually or discuss in pairs or small groups.</p> <p>Once students have considered all the scenarios, compare their ideas and discuss respectful and constructive ways to contest or change a rule e.g., raise the issue with your SRC, write a letter to a Member of Parliament. The workbook provides space for writing a persuasive letter to raise an issue with an important person.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Ethical</p> <p>ACHASSK071</p> <p>ACPPS037</p>

Activity

Resources

Outcomes

<p>Activity 4: The 100 Person Village Timeframe: 15 minutes to view video + 30 minutes discussion and writing time Overview: This activity gives students a global view of the inequality that exists in our world. The activity also encourages students to consider the resources in life which are vital and important.</p> <p>Younger students will need to be guided through these questions and have the discussion facilitated by the teacher.</p> <p>Older students could complete the task individually or discuss in pairs or small groups. Provide headphones for students viewing the video on a personal device so as not to distract others.</p>	<p>Student workbook</p> <p>Access to Internet to view ClickView video <i>If the World was only 100 People</i> https://online.clickview.com.au/videos/37455700</p>	<p> Critical and Creative Thinking</p> <p> Ethical</p> <p>ACHASSK139</p> <p>ACHASSK069</p>
<p>Activity 5: Interactive Video Timeframe: 15 minutes Overview: Students will answer interactive questions to show their understanding of the video.</p> <p>ClickView has created an interactive video lesson to accompany this video. You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the pre-made questions to suit your students, or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none"> 1. Search for the Miniclip Let's Talk About Equality and Equity that has the interactive logo (Interactive). 2. Click to view the video. 3. Click on the 'Interactive videos' tab beneath the video. 4. Click the 'Print as Worksheet' OR 'Save to Workspace' button on the interactive video. 5. If you click 'Save to Workspace', you can either click 'Share with your students' or access it via your Workspace. <ul style="list-style-type: none"> • If you choose 'Share with your students', copy the link and send it to your students. • Otherwise go to your Workspace, select the 'Interactive videos' folder, and click 'Share' to access the link and send to students. 	<p>IWB OR Digital display OR 1:1 device with Internet connection</p> <p>Interactive video for the ClickView Miniclip – Let's Talk About Equality and Equity</p>	<p>ACPPS037</p> <p>ACHASSK147</p>