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Human Rights
Commission**

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Rights ED

Human rights education
resources for teachers



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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How to use this document



This document is an Interactive PDF created for Acrobat Reader XI. Click on this icon to download the latest version of Acrobat Reader.

The letters **PDF** stand for **Public Document Format**. PDF documents can be opened on both PCs (using Microsoft Windows) and Apple Macintosh computers.



Inside the Acrobat Reader window, click on the **thumbnail view icon** on the left hand side to access pages quickly.



Internal hyperlinks appear throughout the document. **External hyperlinks to websites** require internet access.



The lessons can either be completed on-screen, or the document can be printed out (by clicking on the **print icon** within Acrobat) and the lessons filled in by hand.



The PDF file **must be saved each time** information is entered into it (by clicking on the **save icon** within Acrobat). The file can be saved and re-opened as many times as needed until the lessons are complete.



Students can then email the final document to their teacher (by clicking on the **email icon** within Acrobat).



Page navigation: A **back button** can be added to the toolbar which will take you back to the last page you were on. From the VIEW drop down menu, select PAGE NAVIGATION, then click PREVIOUS VIEW and a **back arrow** will appear on the menu bar.



To add a photo:

[for **RightsED Activity Sheet: Newspaper article template, page 34**]

With the file open in Acrobat Reader at page 34:

1. Click on the **Sign** tab.
2. Select **Place signature**.
3. Select **Use an image**.
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5. Then click **Select** to upload your photo.
6. The filename will appear in the **File** box. Then click **Accept**.
7. Place and resize the photo in the space provided on page 34.

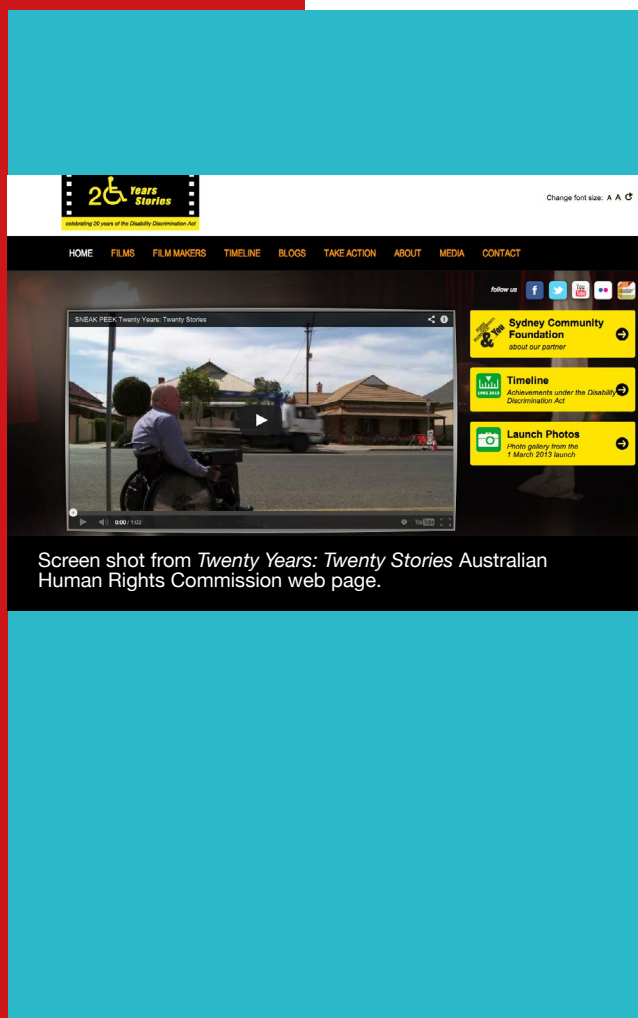
[Another option is to attach the photo to the email containing the answers, or alternatively send the photo in a separate email.]

Introduction

Almost 4 million Australians live with disabilities. If we add families, friends and colleagues, the number of people affected by disability is larger still.

These lessons fit within the **Years 9-10 Health and Physical Education curriculum**. They address outcomes across both the personal, social and community health strand, and the movement and physical activity strand.

These lessons are based on the Australian Human Rights Commission's *Twenty Years: Twenty Stories* film project which celebrates 20 years of Australia's *Disability Discrimination Act 1992*. The Act provides protection from discrimination for people with disabilities.



Screen shot from *Twenty Years: Twenty Stories* Australian Human Rights Commission web page.



Sekou Kanneh, *Let me win, Twenty Years: Twenty Stories* Film Project, Australian Human Rights Commission.

Focus

Bang! It's a sound most of us dread but for Sekou Kanneh, it would be a dream come true. The 14 year old is a sprinter but being deaf means he can't hear the starting gun. Instead of waiting to see when his competitors start the race, Sekou asked for a flashing light to signal the start. Like everything he does, Sekou was in it to win it, and he didn't disappoint.

This unit focuses on themes of mental health and wellbeing, relationships, and games and sports. Issues explored include the diversity of people who participate in sport, the impacts of discrimination and the change in participation in sports by people with disabilities over time.

Students will explore the following inquiry questions:

- How can disability discrimination occur in sport?
- What are the impacts of discrimination on an individual?
- How can discrimination be prevented?
- What are the roles of organisations and communities in preventing discrimination?
- How do diverse groups of people in Australia participate in sport?
- How has participation in sports by people with disabilities changed over time?
- How has the value of disability sports changed over time?
- How has the recognition of people with disabilities as active sports people changed over time?



Sekou Kanneh, *Let me win, Twenty Years: Twenty Stories*
Film Project, Australian Human Rights Commission.

Teaching and Learning Activities

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

1. Introduction to discrimination
2. Disability rights in sport
3. Understanding the role of the Australian Human Rights Commission
4. Making a complaint to the Australian Human Rights Commission
5. Participation of people with disabilities in sport
6. Playing inclusive sports

Learning Outcomes

As a result of this unit students will:

- Analyse the concept of disability rights and how to make sports inclusive.
- Investigate the barriers that people with disabilities face when participating in some sports, and the importance of modifying sports so that sports are accessible and inclusive.
- Identify the role of the Australian Human Rights Commission and its importance in dealing with cases of discrimination in sport.
- Experience a modified game of sport.
- Investigate how a prominent athlete with disabilities has contributed to a sport, or how the Paralympics has changed the recognition of people with disabilities as active sports people over time.
- Analyse how participation in sports by people with disabilities has changed over time.

Australian Curriculum Links – Health and Physical Education

Content Description

Elaboration

CONTENTS

Strand 1: Personal, Social and Community Health

Sub-strand: Being Healthy, Safe and Active

ACPPS089

Evaluate factors that shape our identities and analyse how individuals impact on the identities of others.

- *analysing the role of family, friends and community in supporting an individual's identities and proposing strategies to enhance their own and others wellbeing.*

Sub-strand: Contributing to Healthy and Active Communities

ACPPS098

Critique behaviours and contextual factors that influence the health and wellbeing of their communities.

- *investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility*
- *analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours.*

Content Description

Elaboration

CONTENTS

Strand 2: Movement and Physical Activity

Sub-strand: Moving our body

ACPMPO99

Perform and refine specialised movement skills in challenging movement situations.

- *performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity*
- *adapting and responding to changes in equipment that increase the complexity of a movement task or performance*
- *transferring skills learnt in one movement situation to a different situation.*

ACPMPI04

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time.

- *investigating the varied perspectives held by Australians on sport and examining how this diversity is represented in the sports we play today*
- *researching the trends in participation in organised [disability] sports and predicting future trends and directions.*

ACPMPI07

Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.

- *discussing the role in promoting fairness and ethical behaviour in sport of organisations such as the Australian Human Rights Commission, Australian Sports Anti-Doping Authority, sporting tribunals, and the Court of Arbitration for Sport.*

General Capabilities

The general capabilities emphasised in this unit of work are **Ethical Understanding, Personal and Social Capability, Literacy** and **Information and Communication Technology (ICT) Capability**.

Tackling Disability Discrimination in Sport

Unit description

CONTENTS

These lessons align with the Years 9-10 Health and Physical Education curriculum. They address outcomes across both the personal, social and community health strand, and the movement and physical activity strand. They are related to the themes of mental health and wellbeing, relationships, games and sports. Issues explored include the diversity and inclusivity of people who participate in sport, the impacts of discrimination, and the change in participation in sports by people with disabilities.

Key inquiry questions:

- How can disability discrimination occur in sport?
- What are the impacts of discrimination on an individual?
- How can discrimination be prevented?
- What are the roles of organisations and communities in preventing discrimination?
- How do diverse groups of people in Australia participate in sport?
- How has participation in sports by individuals with disabilities changed over time?
- How has appreciation of people with disabilities as active sports people changed over time?

Learning Outcomes

As a result of this unit students will:

- Analyse the concept of disability rights and how to make sports inclusive.
- Investigate the barriers that people with disabilities face when participating in some sports, and the importance of modifying sports so that sports are accessible and inclusive.
- Identify the role of the Australian Human Rights Commission and its importance in dealing with cases of discrimination in sport.
- Experience a modified game of sport.
- Investigate how a prominent athlete with disabilities has contributed to a sport, or how the Paralympics has changed the recognition of people with disabilities as active sports people over time.

Resources:

Videos

Let me win Twenty Years: Twenty Stories video (3 mins 14 sec) <http://youtu.be/8s2VhvivNpQ>

Film transcript and audio description is available at <http://www.humanrights.gov.au/twentystories/videos.html>

Activities

Literacy Activity Sheet: Disability rights and sports

Activity Sheet: *Let me win*

Activity Sheet: Making a complaint to the Australian Human Rights Commission

Activity Sheet: Disability discrimination in sport – case studies

Activity Sheet: Newspaper article template

Resources

Resource Sheet: What is discrimination?

Resource Sheet: Disability rights and sports

Resource Sheet: Disability discrimination and making a complaint to the Australian Human Rights Commission

Additional Resources

Australian Paralympic Committee athlete profiles <http://www.paralympic.org.au/athletes>

Specialised sports equipment e.g. goalball, blindfolds, hearing blockers

ICT – computer and internet access

Vocabulary:

Accessibility

Barrier

Disability

Disability
discrimination

Disability
Discrimination Act

Discrimination

Inclusion

Modified sport

Participation

CONTENTS



Sekou Kanneh, *Let me win, Twenty Years: Twenty Stories*
Film Project, Australian Human Rights Commission.

Lessons

Lesson 1

Lesson 1: Introduction to discrimination

CONTENTS

Australian Curriculum Links

ACPPS098 Critique behaviours and contextual factors that influence the health and wellbeing of their communities

- *analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours*

Integrated Teaching Learning and Assessment

RESOURCES

- Introduce the concept of **discrimination**. As a class, discuss the term 'discrimination' and the places where discrimination may occur.
In small groups, students take part in a progressive brainstorm to come up with examples of different types of discrimination:
 - » Divide students into groups. Each group has to write down all the forms of discrimination they can think of in 30 seconds. Then each group passes their sheet to the next group. Again each group gets another 30 seconds to add more on to the sheet in front of them. However, they are not allowed to double up answers, therefore it forces the group to read what the previous group wrote.
 - » Students share the results of the brainstorm with the class. Compare students' answers with the information provided in the *Resource Sheet: What is discrimination?*
- Inform students the remainder of this lesson and upcoming lessons will be focusing on the participation of people with disabilities in the community and more specifically in sport.
- Discuss the term 'disability' and briefly discuss different types of disabilities e.g. physical, intellectual, psychosocial and sensory.

RESOURCE SHEET:
What is discrimination?

Butcher's paper

Lesson 1: Introduction to discrimination (continued)

CONTENTS

Integrated Teaching Learning and Assessment

- Introduce the concept of 'disability discrimination'.
 - » Divide students into small groups. Ask students to identify the different types of discrimination that people with disabilities may face, and the impacts of discrimination (e.g. social isolation). Students can record key points on butcher's paper. Students can share their ideas with the class at the end of the activity.
 - » To stimulate discussion, encourage students to consider accessibility of services and premises for people with disabilities, opportunities for people with disabilities to participate in various activities such as sporting events, and the inclusion of people with disabilities in the community. Encourage students to think about people with different types of disabilities, children with disabilities, women with disabilities, men with disabilities, older people with disabilities, people with disabilities living in rural and remote areas, Aboriginal and Torres Strait Islander people with disabilities, people with disabilities from culturally and linguistically diverse background and people with disabilities from minority groups.
- Students participate in a KWL (what you already Know, Want to know and what you have Learnt) activity. Students write down what they already know about disabilities and what they would like to know (this encourages students to create goals). At the end of the unit students reflect on what they have learnt.

Lesson 2

Lesson 2: Disability rights in sport

CONTENTS

Australian Curriculum Links

ACPPS089 Evaluate factors that shape our identities and analyse how individuals impact on the identities of others

- *analysing the role of family, friends and community in supporting an individual's identities and proposing strategies to enhance their own and others wellbeing*

ACPPS098 Critique behaviours and contextual factors that influence the health and wellbeing of their communities

- *analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours*

Integrated Teaching Learning and Assessment

RESOURCES



Pre-viewing activities

- Introduce the concept of 'disability rights'. As a class or in small groups, students brainstorm the rights of people with disabilities. Facilitate a class discussion to ensure students understand that people with disabilities have the same rights as people without disabilities, including the right to participate in sporting and recreational activities. Ensure students also understand that the *Disability Discrimination Act* makes it illegal to discriminate against people with disabilities.
- As a class, read and discuss the *Resource Sheet: Disability rights and sports*. Raise issues such as barriers athletes with disabilities may face when competing in sporting events because of discrimination.

RESOURCE SHEET:

Disability rights and sports

LITERACY ACTIVITY SHEET:

Disability rights and sports

Literacy Activity: Some students may find it difficult to understand some of the vocabulary in the resource sheet. Conduct a detailed reading of the resource sheet and provide students with the *Literacy Activity Sheet: Disability rights and sports* to scaffold the reading experience. Students can predict the meaning of the key vocabulary highlighted depending upon the context. You may need to paraphrase paragraphs or sentences. Alternatively, in pairs or small groups, students could paraphrase the paragraphs.

Teacher's Note: In the *UN Convention on the Rights of Persons with Disabilities* it is recognised that disability is an evolving concept and no fixed definition of disability is provided. This is illustrated by the fact that the Convention's use of the terms 'disability sports', 'mainstream sport' and 'disability specific sport' are now considered somewhat outdated. 'Inclusive sport' is the preferred overarching term, however in order to be consistent with the language of the Convention, references to Convention terms are included in this resource.

Lesson 2: Disability rights in sport (continued)

CONTENTS

Integrated Teaching Learning and Assessment

RESOURCES 

Viewing Activities

- Introduce the video, *Let me win*. Explain to students it is about disability discrimination in sport and a school student, Sekou Kanneh, taking a stand to defend his human rights. Sekou is a sprinter who is Deaf, and fights to have a flashing light to signal the start of the race.
- Students watch the video a second time and answer the questions on the *Activity Sheet: Let me win*.

Post-viewing Activities

- Facilitate a class or small group discussion about disability discrimination using the *Activity Sheet: Let me win* as a scaffold. Focus on the importance of equal opportunity and inclusion in sport.

Let me win video:
(3 min 14 sec) <http://youtu.be/8s2VhvivNpQ>

ACTIVITY SHEET:
Let me win

Lesson 3

Lesson 3: Understanding the role of the Australian Human Rights Commission

CONTENTS

Australian Curriculum Links

ACPM107 Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

- *discussing the role in promoting fairness and ethical behaviour in sport of organisations such as the Australian Human Rights Commission, Australian Sports Anti-Doping Authority, sporting tribunals and the Court of Arbitration for Sport*

Integrated Teaching Learning and Assessment

- Introduce the Australian Human Rights Commission. Connect with the previous lesson by asking students if they remember who Sekou made a complaint to.
- As a class, review the *Resource Sheet: Disability discrimination and making a complaint to the Australian Human Rights Commission*. Discuss the role of the Commission in promoting fairness and ethical behaviour, and challenging discrimination. Discuss the way the complaint's process works and ensure students understand that the Commission aims to resolve issues via the process of conciliation.
- Students examine recent cases where the Australian Human Rights Commission was involved in resolving a discrimination complaint in a sporting environment.

Divide students into groups. Assign each group a particular case study from the *Activity Sheet: Disability discrimination in sport – case studies*. Each group gets the information about the respondent and the complainant in a case study (you will need to withhold information about the outcome). The task for students is to predict what they believe would have happened at the conciliation meeting and come up with a proposal to resolve the issue.

Students report to the class about their discussion, and then compare their predicted outcome with the actual outcome of the conciliation meeting.

RESOURCES

RESOURCE SHEET:

Disability discrimination and making a complaint to the Australian Human Rights Commission

ACTIVITY SHEET:

Disability discrimination in sport – case studies.

Lesson 4

Lesson 4: Making a complaint to the Australian Human Rights Commission

CONTENTS

Australian Curriculum Links

ACPM107 Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

- *discussing the role in promoting fairness and ethical behaviour in sport of organisations such as the Australian Human Rights Commission, Australian Sports Anti-Doping Authority, sporting tribunals and the Court of Arbitration for Sport*

Integrated Teaching Learning and Assessment

RESOURCES

- In pairs or small groups, students create a mock complaint about discrimination and/or harassment and fill out the *Activity Sheet: Making a complaint to the Australian Human Rights Commission*. The activity sheet has been adapted from the Australian Human Rights Commission's complaint form (accessed at <http://www.humanrights.gov.au/complaints/lodge-complaint>)

Students share their mock complaints with the class. Afterwards, facilitate a class discussion about the way these mock complaints could potentially be resolved.

Inform students that a person can make a complaint on behalf of another person, contact details of the complainant and respondent need to be provided, and that the Commission does provide assistance to lodge a complaint.

ACTIVITY SHEET:
Making a complaint to
the Australian Human
Rights Commission

Lesson 5

Lesson 5: Participation of people with disabilities in sport

CONTENTS

Australian Curriculum Links

ACPPS098 Critique behaviours and contextual factors that influence the health and wellbeing of their communities

- *analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours.*

ACPM104 Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time

- *investigating the varied perspectives held by Australians on sport and examining how this diversity is represented in the sports we play today*
- *researching the trends in participation in organised disability sports and predicting future trends and directions*

Integrated Teaching Learning and Assessment

RESOURCES



- Students learn about how participation in sports by people with disabilities has changed over time.

In small groups, pairs or individually, students develop a newspaper article about:

- » a particular sport with the aim of finding out how people with disabilities have been included or excluded from that sport over time, or
- » how the Paralympics have helped overcome discrimination against athletes with disabilities, or
- » an athlete with disabilities who has overcome discrimination e.g. Kurt Fearnley.

Provide students with the *Activity Sheet: Newspaper article template* to guide students with the writing process. Depending upon the literacy levels of the students, this task may need to be scaffolded carefully. Suggestions for scaffolding include:

- » Explain the purpose of the newspaper article.
- » Provide students with an example of a newspaper article. In small groups, students identify the language features and structure of this text type using the newspaper article example provided.
- » Prior to students writing the article, as a class or in small groups, students brainstorm subject specific words and linking words that may be included in the article.
- » Work with students to jointly write the introduction and a paragraph of the newspaper article. In pairs or small groups, students could then aim to finish writing the article.

ACTIVITY SHEET:

Newspaper article template

See: Australian Paralympic Committee athlete profiles

For examples of newspaper articles see: Sydney Morning Herald The Australian

Lesson 6

Lesson 6: Playing modified sports

CONTENTS

Australian Curriculum Links

ACPMPO99 Perform and refine specialised movement skills in challenging movement situations

- *performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity*
- *adapting and responding to changes in equipment that increase the complexity of a movement task or performance*
- *transferring skills learnt in one movement situation to a different situation*

Integrated Teaching Learning and Assessment

RESOURCES

- As a class, students design a sport that is accessible for people with disabilities (e.g. modified basketball, football, goalball) by altering the rules and the scoring system of the sport. For instance, students could play on their knees using kneepads, play using only one hand, play blindfolded, play without hearing etc.

Ensure there is time at the end of the game to provide students the opportunity to debrief about their experience. The following questions could be used to guide the discussion:

- » How did modifying the rules and scoring system contribute to fair play?
- » Do you think it made the game more inclusive?
- » How did modifying the game change your body control and coordination?
- » What are some of the challenges of playing the modified game?
- » Do you think the modified version of the sport is as challenging as the original?

SPORTS EQUIPMENT:

Regular sports equipment
Specialised sports equipment e.g. blindfolds, hearing blockers, goalball
Wheelchairs for wheelchair basketball

SEE ORGANISATIONS:

Wheelchair sports NSW
Australian Sports Commission

Resources

RightsED Resource Sheet:

What is discrimination?

CONTENTS

What is discrimination?

Discrimination is when you are treated unfairly or differently from others because of a particular personal characteristic. People may experience discrimination in many areas of their daily life.

[RETURN TO LESSON 1](#)

You may face discrimination....

at school, TAFE or University	in the place where you work or when you are applying for jobs	when renting or trying to rent accommodation	when accessing premises e.g. libraries, places of worship, government offices, hospitals, restaurants
When you participate in sport or clubs	when you go shopping or when you use services such as banks or clubs	when you use government services such as hospitals or transport	on the internet when people write offensive comments or show offensive videos, or when you cannot get information because it is in a format that is inaccessible to you

What are some of the different types of discrimination?

Some types of discrimination are against the law. You can make a complaint to the Australian Human Rights Commission if you experience these types of discrimination.

The following types of discrimination are against the law:

Type of discrimination	Example
If you are treated unfairly because you have disabilities (disability discrimination)	you may be treated unfairly because you use a wheelchair, because you are deaf or because you have a mental health condition
If you are treated unfairly because of your race (racism)	you may be treated unfairly because of your skin colour or because of your race
If you are treated unfairly because of your sex (sexism)	you may be treated unfairly because you are a woman, because you are pregnant or because of your family responsibilities. This includes sexual harassment. Sexual harassment is any unwanted sexual behaviour such as unwelcome touching or sexually explicit comments
If you are treated unfairly because of your age (ageism)	you may be treated unfairly because you are younger or older
If you are treated unfairly in your job or when you are trying to get a job	you may be treated unfairly because you have a criminal record or because of your trade union activity, your sexual preference or your religion

CONTENTS

[RETURN TO LESSON 1](#)

RightsED Resource Sheet:

Disability rights and sports

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.

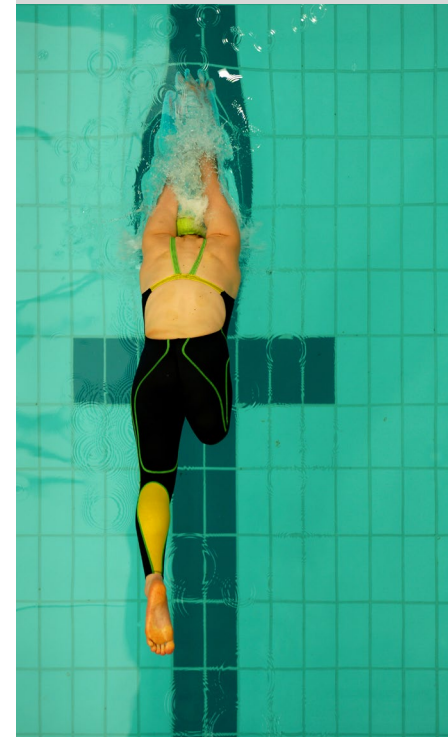
Australia has also signed an important international treaty called the **Convention on the Rights of Persons with Disabilities** or the **Disability Convention** for short.

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:

- a. To **encourage and promote the participation**, to the fullest extent possible, of people with disabilities **in mainstream sporting activities** at all levels
- b. To **ensure that people with disabilities have an opportunity to organise, develop and participate in sporting** and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources
- c. To **ensure that people with disabilities have access to** sporting, recreational and tourism **venues**
- d. 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**
- e. 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](#)



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.**

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?

RightsED Activity Sheet: *Let me win*

CONTENTS

Watch the *Let me win* video <http://youtu.be/8s2VhvivNpQ>

RETURN TO LESSON 2

#	Questions	Comments
1	What helps Sekou feel fully included in his school?	
2	What is stopping Sekou from achieving his best in sprinting?	
3	What would help Sekou have an equal chance of winning?	

#	Questions	Comments
4	How was Sekou being discriminated against? What impact did it have on him?	
5	What comments can be made about Sekou's 'identity'? How do you think he sees himself? Do you think he identifies as 'Deaf'?	
6	How did Sekou's family, friends and community (especially school) support him?	

#	Questions	Comments
7	Who did Sekou make a complaint to?	
8	What was the outcome of Sekou's complaint?	
9	How did Sekou's complaining to the Australian Human Rights Commission benefit other athletes who cannot hear the starter pistol?	

RightsED Resource Sheet: Disability discrimination and making a complaint to the Australian Human Rights Commission

Disability Discrimination is discrimination against someone because of their disabilities. In Australia, there is a law called the *Disability Discrimination Act* (or DDA for short) that protects people from this type of discrimination.

What you can do if you experience disability discrimination?

If you think you have been discriminated against, you can **talk to**:

a **friend** or a **family member** about what happened

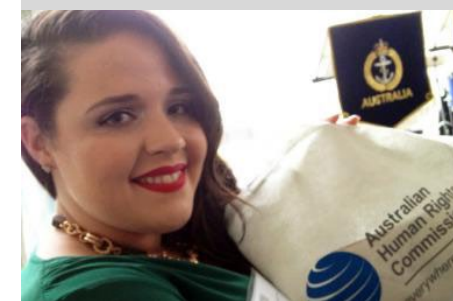
the **person** or **organisation** causing the problem

an **organisation** such as a disability rights or Aboriginal organisation **that may be able to help**

the **Australian Human Rights Commission** and make a complaint

CONTENTS

RETURN TO LESSON 3



As a little girl, Scarlett Finney, now 20, wanted to go to the school of her choice. The school she chose, however, did not want to make the changes necessary in order for the school to be accessible to Scarlett, who has spina bifida. The school refused to accept her. Scarlett and her family made a complaint the Australian Human Rights Commission which eventually went all the way to the Federal Court. They not only won, but it set a precedent for other students with disabilities.

What can the Australian Human Rights Commission do about your discrimination complaint?

The Australian Human Rights Commission investigates the issue and tries to resolve it by conciliation.

- 1 **talk** with you about whether what happened to you may be covered by the law
- 2 **explain** how you can make a complaint about what happened
- 3 **explain** how we will deal with your complaint and what might happen as a result of your complaint
- 4 **give you information** about other people that may be able to help you if we can't
- 5 **help find a solution** to the complaint; this process of **conciliation** enables you and the respondent (the person or organisation the complaint is against) to talk about the issues and try to find a way to resolve the complaint
- 6 if the conciliation process is unsuccessful or the complaint is discontinued for some reason, you may be able to **take your complaint to court**

(a) Other important complaints information

- It's okay to stop your complaint at any time.
- If we can't deal with your complaint, we will tell you why.
- It doesn't cost anything to make a complaint.
- You don't need to have a lawyer to make a complaint.

(b) How do you to contact the Australian Human Rights Commission?

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Website:
www.humanrights.gov.au

Complaints Infoline:
1300 656 419 (cost of
a local call)

TTY: 1800 620 241

Email:
[infoservice@
humanrights.gov.au](mailto:infoservice@humanrights.gov.au)

RightsED Activity Sheet: Disability discrimination in sport – case studies

Complainant (the person making a complaint)

Respondent (person or organisation who the complaint is about)

Outcome

The complainant, who uses a wheelchair, claimed that he was refused entry to participate in a racing event organised by the respondent because he uses a wheelchair. He claimed the respondent advised him that he was unlikely to meet the cut off time required to finish the race because he would be using a wheelchair.

The respondent stated that they held concerns about participants who use wheelchairs being able to safely navigate the narrow sections of the race route. The respondent indicated willingness to attempt to resolve the complaint by conciliation.

The complaint was resolved. The respondent advised that they would allow participants using wheelchairs to enter the race event in the future. They also announced a change to the route of the race to accommodate participants using wheelchairs. The respondent also provided a written apology to the complainant, and offered him complimentary entry to one of their racing events.

A mother complained on behalf of her son with cerebral palsy. He is a keen soccer fan and has had his wheelchair modified to enable him to play soccer at school.

The respondent runs soccer skills programmes for young children but refused an application from the boy, on the basis that his disability would prevent him from participating.

At a conciliation conference the respondent apologised to the child, agreed to enrol him in one of its soccer programmes for a year free of charge, and to modify their enrolment practices. (2001)

A mother complained that her son, who uses a wheelchair, had been excluded from access to a karate school because of insurance concerns.

At a conciliation conference the respondent indicated that the concern was not about the boy's participation in karate activities but rather about lack of safe means of wheelchair access to the 2nd floor premises where the karate school was conducted.

The matter was resolved when participation at an accessible venue was arranged. (2006)

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RightsED Activity Sheet: Making a complaint to the Australian Human Rights Commission

Part A – About you, the complainant *(the person who is complaining)*

Name:

Part B – About the respondent *(the person or organisation the complaint is about)*

Name of person or organisation that the complaint is about:

Part C – What are you complaining about?

(a) I am complaining because I believe: *(Please select at least one reason below)*

I have been discriminated against because of my sex.

This includes sex, pregnancy, marital or relationship status, family responsibilities, breastfeeding, sexual orientation, gender identity and intersex status.

I have been sexually harassed.

I have been discriminated against because of my race.

This includes race, colour, national origin, descent, ethnicity and immigrant status.

I have experienced racial hatred.

I have been discriminated against because of my disabilities.

This includes disabilities, association with a person with disabilities, being a carer or an assistant of a person with disabilities, use of an assistance animal, harassment because of a disability and contravention of a disability standard.

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I have been discriminated against because of my age.

I have been discriminated against in my employment because of one, or more, of the following reasons:

trade union activity

criminal record

religion

political opinion

social origin

My human rights have been breached by a Commonwealth Government body.

I have been treated unfairly because of another reason, including victimisation.

There are limits on the types of complaints the Commission can consider. The Commission can only consider complaints about unfair treatment related to the reasons listed above.

If another reason is selected, please state the reason:

(b) When did the alleged event(s) happen?

(c) Describe the events that you want to complain about:

(i) What happened?

(ii) Where did the event(s) happen?

(iii) Who was involved?

(d) What documents or information can you provide to support your complaint?

Examples of documents include letters, payslips, doctor's certificates or references.



Click here to see instructions on how to attach a photo.

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RightsED Activity Sheet: Newspaper article template

Headline:

Use alliteration, puns or other literary techniques to make headline catchy.

By-line:

Who is the article written by?

Introducton:

Tells readers what the article is about – who is the article about? What is the article about? When did it happen? Where did it happen?

Photo:

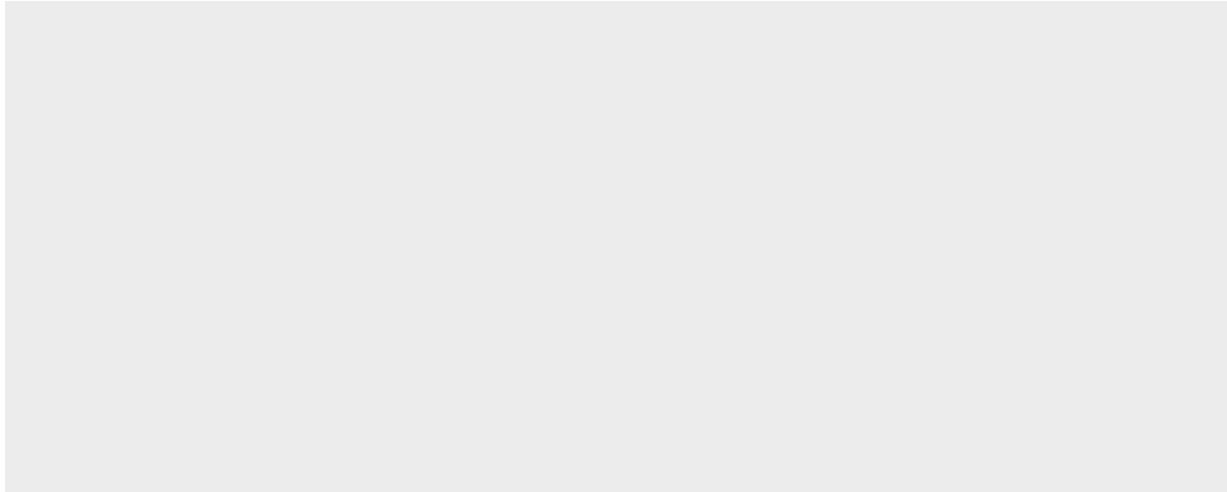
Include a photograph that is relevant to the article.

Photo caption:

Write a short sentence to explain what is happening in the photograph.

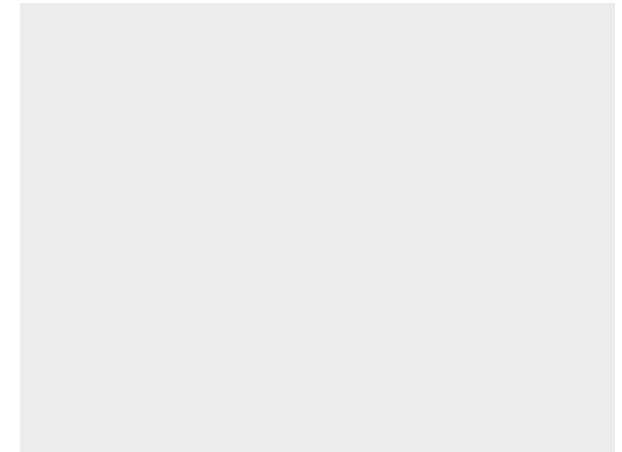
Body:

Give more detail about the issue e.g. how did the event happen? Why is this issue/event important?



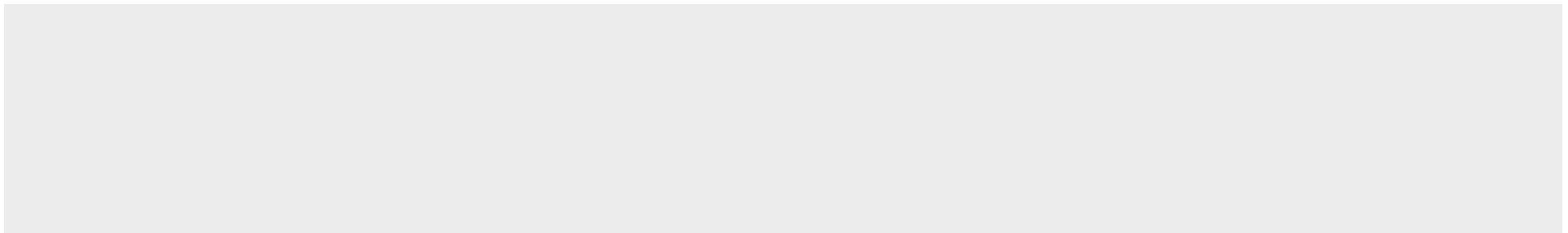
Quotes:

What are some relevant eye-witness or expert statements that could be included in the article?



Conclusion:

Provide summary of the article and tell readers what will happen next.





**Australian
Human Rights
Commission**

everyone, everywhere, everyday



Rights ED

Human rights education
resources for teachers