This guidance will help you to use the <u>bullying prevention: diversity and inclusion video in</u> the classroom to promote respectful and inclusive behaviours.

Schools educate and support students from a diverse range of backgrounds across South Australia. At school, students meet other students, educators, and members of the school community who speak different languages, come from different cultures, religions, abilities, genders, sexualities, family backgrounds and life experiences.

Providing students with opportunities to understand themselves and others, manage relationships and reflect on different life experiences are important skills. It forms a core part of the General Capabilities (Intercultural Understanding, Ethical Understanding and Personal and Social Capability). This guidance includes age-appropriate discussion points for the diversity and inclusion video to be used with groups of students at a classroom-level, as well as whole-school strategies that support diversity and inclusion.

Promoting diversity and creating an inclusive environment

Building a respectful and inclusive classroom environment is fundamental to helping students feel safe and supported at school. Ensuring all classrooms promote diversity and inclusion will have the greatest impact to your school community.

There are lots of ways you can make learning environments safe and inclusive including:

- challenging discriminatory language, stereotypes, behaviours and beliefs
- acknowledging and promoting different social, educational and cultural influences
- incorporating Aboriginal history, identity and contemporary culture into teaching and learning
- following the <u>selecting and using resources for educational purposes guideline</u>
- when inviting speakers from a diverse range of communities, backgrounds and life experiences, considering the <u>external provider guidelines</u> and <u>checklist</u>
- learning from students and parents about diverse cultures and identities, and incorporating this knowledge in curriculum, programs, teaching practices and physical environments
- ensuring conditions for safety have been established through explicit teaching of behaviour expectations
- including multiple perspectives in curriculum and learning experiences to build understanding and empathy
- role model unconditional positive regard for all students to set the scene for respect towards all cultures and priority learners who may be at higher risk of discrimination
- promoting student wellbeing and mental health through social and emotional learning – teaching skills to improve problem solving, conflict resolution and resilience.

Using the diversity and inclusion video as a resource

The diversity and inclusion video can be used to promote respectful and inclusive behaviours, or in response to bullying incidents.

You can use the video and conversation starters to guide discussions and follow up with learning activities. The video can be used to develop a number of important skills, including:

- respect for cultural diversity
- consider and develop multiple perspectives
- empathise with others
- challenge stereotypes and prejudices
- recognise emotions
- recognise personal qualities and achievements
- appreciate diverse perspectives
- understand relationships.

Refer to the relevant General Capabilities: Ethical Understanding, Intercultural Understanding, and Personal and Social Capability to determine where this guidance fits within your learning program and year level context.

Conversation starters for primary students:

- How would you describe yourself? What makes you you? Share and discuss the common suggestions as a class to draw attention to the understanding that though we are different, we all are human and have the same needs – to belong, feel safe, and connect.
- What are the ways people can be similar? What are the ways that we can be different? Appearance, abilities and skills, culture and language, families, interests may be discussed. Consider how to respectfully respond in relation to differences between students, as well as differences in family structures and care arrangements. If a discussion leads to rupture, a restorative practice approach can help to repair harm and restore relationships.
- A student in the video talks about having mixed emotions and feeling lonely. Describe how you feel when you feel alone. When might that happen at school?
- How would you make someone feel accepted and included at school? Consider the Keeping Safe: Child Protection Curriculum notion of 'safe networks'. Support students to identify their own safety networks. These are the people students can go to for support when they do not feel included.
- Provide students with information about the make-up of your school community, or of South Australia (culture, language, gender etc). Discuss diversity of the languages spoken, the cultures represented and what the benefits of this diversity are to the whole community.

Conversation starters for secondary students:

- A student in the video talks about having a range of different cultural backgrounds and experiencing discrimination. What challenges do you think might be experienced by someone in that situation at school and/or in the community?
- Students in the video discuss a range of emotions in response to feeling excluded. How might this affect their responses to people at school and in the community?
- What helped these students to feel supported and included? Describe other ways to help someone feel included and accepted at school.
- How were you able to overcome challenges through your personal strengths? What did you learn about yourself in the process?
- Give an example of how different groups within society can have different values, opinions and attitudes. What might have contributed to these differences? Be mindful that when sharing the attitudes and beliefs of others in society that this may cause unintended harm to others. Best practice is to preface that whatever is shared should align with the school's values to ensure everyone feels safe, supported, and included.
- Language can be affirming and inclusive, or it can be discriminatory. How would affirming and inclusive language make someone feel? How would discriminatory language make someone feel?
- How are we alike? For example, we all have emotions, basic human needs and the same human rights. What are the benefits and challenges of living in a diverse society? We may belong to different communities, however what are the common characteristics of healthy communities? What behaviours of community members support well-functioning communities?

Further teaching resources

A range of resources are available to help you to support a diverse range of students and build inclusive environments:

Racist bullying: guidance for educators

Ethical Understanding
(Australian Curriculum – General capabilities)

Intercultural Understanding
(Australian Curriculum – General capabilities)

Personal and Social Capability
(Australian Curriculum – General capabilities)

Growing competence in working with Australian Aboriginal and Torres Strait Islander cultures – resources and related information

The English as an additional language or dialect (EALD) program offers:

• a range of support services

• curriculum

for culturally and linguistically diverse (CALD) students and their families both within and outside the school environment.

Refugee Week – Celebrate at your school with the help of these resources.

Gender and sexual diversity – Provides information on policies, procedures, training, and resources for educators.

Gender diverse, intersex and sexually diverse children and young people – Provides information about the department's commitment to supporting LGBTQAI+ children and young people.

National Aboriginal Community Controlled Health Organisation (NACCHO) – For culturally sensitive suicide prevention resources and health services access Culture Care Connect program.

School Mental Health Service – Provides mental health services for all students.

Statewide Inclusive Education Services (SIES) – provides services, advice and specialised traching rogram.