





# Just One...Program - Educational Links

Program Learning Outcomes linked to the 4 steps of the Just One...program.

Steps	Lessons	Diversity	Empathy	Discrimination	Inclusion	Advocacy
Step 1 - Walk in my shoes.	Lesson 1A – Listen to stories					
	Lesson 1B – Taking a different perspective.					
Step 2 - Challenge assumptions	Lesson 2A – Who am I? Challenge my Assumptions					
	Lesson 2B - Power and Conflict Management					
Step 3 - Stand up and interrupt!	Lesson 3A - Stand up and Interrupt					
	Lesson 3B - Making changes outside the school					
Step 4 - Just One Change– behaviour and practice	Lesson 4A - Change Just One... Behaviour					
	Lesson 4B - Change Just One... Practise					

## Just One... Learning Outcomes and Success Criteria

Program Learning Outcomes:	Success criteria	Examples	Lessons	Curriculum Links
<p><b>Understanding Diversity:</b> Students will be able to understand diversity and the importance of being different.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define diversity.</li> <li>Identify different types of diversity.</li> <li>Understand why diversity is important and needs to be respected.</li> </ul>	<p>Students can provide a definition of diversity in their own words.</p> <p>Students can provide examples of diversity in culture, physical and mental abilities, appearance or gender.</p> <p>Students can identify diversity within the school environment.</p> <p>Students can explain some of the benefits of diversity such as: how diversity in community allows for different perspectives and ideas, makes decision making for the community more holistic, builds tolerance and acceptance of others and a more peaceful, inclusive community.</p>	<p>Lesson 1A, 1B and 2A, 4B</p>	<p>HPE</p> <p>English</p> <p>Literacy</p> <p>HASS</p> <p>Personal and Social Capability</p> <p>Intercultural Understanding</p>
<p><b>Developing Empathy:</b> Students will explore empathy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define empathy.</li> <li>Demonstrate empathy for others.</li> </ul>	<p>Students can put themselves in the shoes of others who experience discrimination and understand how it might feel.</p> <p>Students can express compassion and support for others who experience discrimination.</p>	<p>Lesson 1A and 1B</p>	<p>HPE</p> <p>Literacy</p> <p>HASS</p> <p>Personal and Social Capability</p> <p>Intercultural Understanding</p>

<p><b>Exploring Discrimination:</b> Students will explore discrimination and its impact</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>Define discrimination, prejudice and stereotyping.</li> <li>Identify different types of discrimination.</li> <li>Provide specific examples of discrimination, stereotyping and prejudice.</li> <li>Explain the impact of discrimination on individuals and society.</li> </ul>	<p>Students can provide a definition of discrimination, prejudice and stereotyping in their own words.</p> <p>Students become aware of when they have been or are stereotyping and prejudicing in different scenarios.</p> <p>Students can identify different types of discrimination, such as racism, sexism, ableism, and homophobia.</p> <p>Students can explain how discrimination can make people feel isolated, excluded, and marginalized.</p> <p>Students can explain how discrimination can lead to social inequality and injustice.</p> <p>Students can explain how discrimination can lead to situations of conflict.</p>	<p>Lesson 1A, 1B, 2B, 3A and 3B</p>	<p>HASS Literacy Drama Personal and Social Capability Intercultural Understanding</p>
<p><b>Practise Inclusion</b> Students will be able to develop and practise practical inclusive behaviours</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>define with examples different ways of being inclusive.</li> <li>Identify, develop and practise upstander behaviour.</li> </ul>	<p>Students can practise inclusive behaviour in their own lives and in their interactions with others. Students can identify different ways to intervene when they witness discrimination.</p> <p>Students can speak out against bullying or discrimination in a safe and respectful manner.</p> <p>Students can support someone who has been bullied or discriminated against.</p> <p>Students can report bullying and discrimination.</p> <p>Students can practise upstander behaviours in a safe and supportive environment.</p>	<p>Lesson 1A, 2B, 3A, 3B, 4A and 4B</p>	<p>English Drama HPE HASS Personal and Social Capability Intercultural Understanding</p>
<p><b>Practise Advocacy</b> Students will understand and practise actions to make a difference</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>Understand identity.</li> <li>Understand the complexities of power and conflict resolution.</li> <li>Identify and practice a range of conflict management skills and styles.</li> <li>Identifying which style of conflict management</li> </ul>	<p>Students develop an understanding of self and identity traits.</p> <p>Students learn how to resolve conflict and/or take action in the community in a way that suits the individual's skill set and emotional resilience.</p> <p>Students understand that the actions of the individual can make a difference.</p> <p>Students understand that the actions of many can make a broader change in the school and broader community.</p>	<p>Lesson 2A, 2B, 3A, 3B, 4A, 4B</p>	<p>HPE English HASS Literacy Drama Critical and Creative Thinking</p>

	<p>is best suited to the individual.</p> <p>Participate in the process of change.</p>	<p>Students can identify ways that they and their school can create a more inclusive environment for everyone.</p>	<p>Personal and Social Capability</p>
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### Australian Curriculum Learning Areas (Year 7) that are included in the Just One... program.

LEARNING AREA	CONTENT DESCRIPTIONS
Health and Physical Education	<ul style="list-style-type: none"> <li>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (<a href="#">ACPPS074</a>)</li> <li>Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (<a href="#">ACPPS079</a>)</li> <li>Modify rules and scoring systems to allow for fair play, safety and inclusive participation (<a href="#">ACPMP088</a>)</li> <li>Investigate the impact of transition and change on identities (<a href="#">ACPPS070</a>)</li> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">ACPPS075</a>)</li> </ul>
English	<ul style="list-style-type: none"> <li>Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (<a href="#">ACELY1730</a>)</li> </ul>
HASS	<ul style="list-style-type: none"> <li>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (<a href="#">ACHASSK197</a>)</li> <li>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (<a href="#">ACHASSK198</a>)</li> </ul>
Drama	<ul style="list-style-type: none"> <li>Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (<a href="#">ACADRM040</a>)</li> </ul>

### Australian Curriculum General Capabilities Level 5 (end of Year 8) that are included in the Just One... program.

<u>Literacy</u>	<u>Personal and Social Capability</u>
<p>Comprehending texts through listening reading and viewing</p> <p>Listen and respond to learning area texts - listen to extended spoken and audio texts, including audio-visual texts, respond to and interpret stated and implied</p>	<p>Self-Awareness</p> <p>Recognise emotions - examine influences on and consequences of their emotional responses in a learning, social and work-related</p>

<p>meanings, and evaluate information and ideas.</p> <p>Interpret and analyse learning area texts - interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies.</p> <p><b>Composing texts through speaking reading and writing</b></p> <p>Compose spoken written visual and multimodal learning area texts - compose and edit longer sustained learning area texts.</p> <p>Use language to interact with others - use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts.</p> <p><b>Grammar knowledge</b></p> <p>Express opinion and point of view - use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer.</p>	<p>contexts.</p> <p>Recognise personal qualities and achievements - make a realistic assessment of their abilities and achievements and prioritise areas for improvement.</p> <p>Develop reflective practice - predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision-making strategies and feedback from peers and teachers.</p> <p><b>Self-Management</b></p> <p>Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</p> <p>Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</p> <p>Work independently and show initiative - critique their effectiveness in working independently by identifying enablers and barriers to achieving goals.</p> <p>Become confident resilient and adaptable - assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence.</p> <p><b>Social Awareness</b></p>
<p><b>Critical and Creative Thinking</b></p>	<p>Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view.</p>
<p><b>Generating Ideas, possibilities and actions</b></p> <p>Consider alternatives - generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting.</p> <p><b>Reflecting on thinking and processes</b></p> <p>Think about thinking (metacognition) - assess assumptions in their thinking and invite alternative opinions.</p>	<p>Contribute to civil society -analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities.</p> <p>Understand relationships - identify indicators of possible problems in relationships in a range of social and work-related situations.</p> <p><b>Social Management</b></p> <p>Communicate effectively - analyse enablers of and barriers to effective verbal, nonverbal and digital communication.</p>
<p><b>Intercultural Understanding</b></p>	<p>Work collaboratively - assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.</p>
<p><b>Interacting and Empathising with Others</b></p> <p>Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based.</p>	<p>Make decisions - assess individual and group decision-making processes in challenging situations.</p> <p>Negotiate and resolve conflict - assess the appropriateness of various conflict resolution strategies in a range of social and work-</p>

<p>Empathise with others - imagine and describe the feelings and motivations of people in challenging situations.</p> <p><b>Reflecting on Intercultural Experiences and Taking Responsibility</b></p> <p>Challenge stereotypes and prejudices - identify and challenge stereotypes and prejudices in the representation of group, national and regional identities.</p> <p>Mediate cultural difference - identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard.</p>	<p>related situations.</p> <p>Develop leadership skills - plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals.</p>
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## Diversity Competence

The table below is the list of diversity competencies that students will gain through the program.

Knowledge	Competencies	Values
Understanding your Identity how you belong	Empathy	Respect
Understand how stereotypes are created, perpetrated and create harm	Self-awareness	Diversity / Inclusion
Understand what diversity is and the importance of difference	Self confidence	Relationships
Being an upstander, personal safety, showing empathy and contributing to a safer school.	Conflict management	Equity