

# JUST ONE...

## A diversity and inclusion program for Tasmanian Schools

Inspiring a generation of inclusive changemakers  
Just One... change at a time.



A  
FAIRER  
WORLD

*Learn - Connect - Act*

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A Fairer World acknowledges Aboriginal and Torres Strait Islander peoples as the First Australians and recognises their culture, history, diversity and their deep connection to the land, sky and water. We acknowledge that A Fairer World is on lutruwita, the land of the palawa people, and pay our respects to the palawa people and their elders as the custodians and caretakers of this land today.

## JUST ONE...Program

### Overview

The Just One...program is an 11-hour diversity and inclusion program made for Tasmanian schools. The program has been designed locally and harnesses the power of storytelling by Tasmanians who have faced exclusion and discrimination. By weaving authentic lived experiences throughout the lessons, this program provides students with hands-on experiences, practical activities and the skills to create an inclusion environment.

The program takes the students on a 4-step journey that builds human connections, empathy, valuable skills, and motivation to address exclusionary and bullying behaviour. During this journey, students build their diversity competence and become empowered agents of change.



Just One... A Ripple Effect of Positive Change

Just One's... transformative power lies in its ability to initiate a ripple effect of positive change. By empowering just one student to modify their behaviour or just one school to adopt inclusive practices, the program sets in motion a chain reaction of positive transformation.

The Just One... program comprises four engaging steps, each featuring two interactive lessons to be delivered by teachers in partnership with A Fairer World:

1. Walk in my shoes.
2. Challenge assumptions.
3. Stand up and interrupt!
4. Just One Change – Behaviour and Practice. Integrate the new skills and knowledge for **personal behavioural change** and **institutional change**.

Just One... extends its impact beyond the student body, empowering teachers, and the broader school community to build skills in diversity and inclusion through training. This comprehensive program instils skills and confidence in educators, enabling them to effectively navigate the complexities of diversity and foster a more inclusive learning environment.

Inspiring a generation of inclusive changemakers– Just One... change at a time.

## Unique elements of the program

### The Journey

This program takes students, teachers, and the whole school community on a journey towards a more inclusive environment. This four-step journey builds the diversity competence of the school community.

### Diversity Competence

Diversity competence is necessary for the creation of an inclusive, welcoming, and respectful community. “to build respectful, safe and inclusive learning environments where all learners are given opportunities to develop the knowledge and skills to equip them to succeed as connected, resilient, creative and curious thinkers.<sup>1</sup>”

This program builds knowledge, skills and disposition of students so that they can contribute to a more inclusive school culture. Equity requires the full and equal participation of all groups in a society that is mutually shaped to meet their needs. An equitable society allows every person to achieve their full potential by providing an environment in which all members are physically and psychologically safe.

Diversity competence does not create equity - this requires action to eliminate barriers to full participation. However, when diversity is valued, each person will see it as their responsibility to take action for a more equitable community and world. A person with diversity competence will appreciate the value of a diverse community - the contribution that a variety of people (with varying characteristics, ideas, cultural practices, identities, experiences, and demographic differences) will bring to the life of the community.

### Human ‘books’

Research in empathy education shows that “one of the best ways to create an empathetic bond is to get two people to speak with each other and have a conversation that moves beyond superficial talk and addresses real issues of importance in their lives.”<sup>2</sup> A Fairer World has trained Tasmanians with personal experience of prejudice and discrimination to tell their stories as human ‘books’ in the *Hobart Human Library*. Select aspects of these stories are also woven into lessons to build understanding of key concepts.

### Professional development and Mentoring

An online training session is provided for staff delivering the program and all school staff are invited to participate in an *Inclusion Forum* delivered by the *Hobart Human Library*, facilitated by A Fairer World. There is always a staff member just a phone call or email away to help with resources and advice. School visits will also occur.

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<sup>1</sup> Respectful Schools: Respectful Behaviours, Building inclusive practice in schools Department for Education Children and Young people, 2020, p1.

<sup>2</sup> <https://pursuit.unimelb.edu.au/articles/helping-to-develop-empathy-in-digital-classrooms>

## Learning materials

All teaching and learning materials are found on the Just One... program website [www.justone.org.au](http://www.justone.org.au). Materials include student activities, video links, student examples, and extension activities for students who want more. Teacher resources include lesson plans and detailed notes as well as a rationale, learning strategies, planning considerations and tips for each of the 4 program steps.

## Pedagogy

The program is **student-centred** and puts student **action** at the core of a whole school approach.

Transformative education principles have been used in designing the 4 Steps learning process. By challenging assumptions or values and offering an opportunity to explore new identities or roles, students can undergo changes in perspective, beliefs, behaviour or understanding - of themselves and their place in the world.

There is also a **constructivist** underpinning where teachers support students to develop capacities and understanding through action, reflection, dialogue, and problem-solving, making powerful connections with their prior knowledge and experiences.

Just One... is **strengths-based**, asking students to focus on the skills, values and character strengths that they can bring to creating a school environment where everyone feels safe and included. Such approaches, used widely in community development and youth work, have been shown to be more likely to engender confidence, engagement, resilience and success.

## Program Learning Outcomes

The Just One... program has 5 learning outcomes:

- **Understanding Diversity:** Students will be equipped with the tools to understand diversity and embrace difference.
- **Developing Empathy:** Students will explore empathy.
- **Exploring Discrimination:** Students will explore discrimination and its impact.
- **Practise Inclusion:** Students will develop and put into practise practical inclusive behaviours.
- **Practise Advocacy:** Students will understand and practise that actions that can make a difference.

























## Curriculum Links

The Just One... program links to the learning area content and general capabilities of the Australian Curriculum. There are direct links to the following curriculum areas:

- Health and Physical Education (Focus Areas: Mental Health and Wellbeing, Relationships and sexuality, Safety)
- English – challenging different perspectives
- HASS – factors that contribute to a cohesive society.
- Drama – explore and develop issues.
- Literacy – Comprehending texts through listening reading and viewing, composing texts through speaking, reading and writing and grammar knowledge.
- Personal and Social Capability – self-awareness, self-management, social awareness and social management.
- Critical and creative thinking – generating ideas, possibilities and actions, reflecting on thinking and processes.

- Intercultural Understanding – interacting and empathising with others, reflecting on intercultural experiences and taking responsibility, social awareness, social management.

Program linkages to program aims.

Steps	Lessons	Program aims				
		Understanding Diversity	Developing Empathy	Exploring Discrimination	Practise Inclusion	Practise Advocacy
		Students will be able to understand diversity and the importance of being different.	Students will explore empathy	Students will explore discrimination and its impact	Students will be able to develop and practise practical inclusive behaviours	Students will understand and practise actions to make a difference
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 Practice					

## Just One... Program outline

Just One...	Pre-program	Time	Pre-program activities
		30 mins	<ul style="list-style-type: none"> <li>Program checklist to be undertaken by senior staff and A Fairer World staff.</li> </ul>
		30 mins	<ul style="list-style-type: none"> <li>Teacher Professional Learning – all program teaching staff.</li> </ul>
<b>Just One...Inclusion Journey – Staff and School Community</b>			
Activity		Time	Session Aims
<i>Inclusion Forum</i>		60 mins	<ul style="list-style-type: none"> <li>School Staff professional learning – all school staff.</li> </ul>
<i>Inclusion Forum</i>		60 mins	<ul style="list-style-type: none"> <li>School Community diversity and inclusion training – school to organise this event through School Association and A Fairer World to facilitate.</li> </ul>
<b>Just One...Inclusion Journey - Students</b>			
Steps	Lesson	Time	Session Aims
Walk in my shoes.	1A Listen to stories - <i>Inclusion Forum</i>	60 mins	<ul style="list-style-type: none"> <li>To develop empathy by hearing, first-hand, stories from people who have been exposed to discrimination because of some aspect of their identity.</li> <li>To challenge stereotypes by considering someone else's identity.</li> <li>To experience the effects of inclusion and exclusion in a simulated activity.</li> <li>To introduce concepts of discrimination, bullying, conflict, diversity and inclusion.</li> <li>To develop an understanding of the consequences of discrimination.</li> </ul>
	1B Perspective taking.	60 mins	<ul style="list-style-type: none"> <li>To consider and develop multiple perspectives.</li> <li>To understand that perspective taking can help appreciate the motivations, behaviours, values and beliefs of others.</li> <li>To interpret and analyse stories to gain an appreciation for diverse perspectives.</li> <li>To reflect on the challenges that people from different life experiences face.</li> <li>To demonstrate empathy for others.</li> </ul>

Challenge assumptions.	2A: Who am I? Challenge my assumptions.	60 mins	<ul style="list-style-type: none"> <li>■ To understand the type of characteristics that make up identity.</li> <li>■ To think about the components of our own and other's identity and understand that some aspects can be seen while others cannot.</li> <li>■ To consider how identity is formed, influenced, changes and how it can contribute to people being included or excluded.</li> <li>■ To explore definitions and examples of stereotyping, prejudging and discrimination.</li> <li>■ To appreciate that we are likely to prejudge based on our own conditioning.</li> <li>■ To build capacity for questioning stereotyping, prejudging and social conditioning.</li> <li>■ To discover personal strategies that stop stereotyping, prejudging and discriminating against others.</li> <li>■</li> </ul>
	2B Power and conflict management	60 mins	<ul style="list-style-type: none"> <li>■ To understand that stereotyping, discriminating and being prejudiced can lead to conflict.</li> <li>■ To explore the issues of power and conflict in relationships with peers, family and authority.</li> <li>■ To identify and practise different conflict management styles.</li> <li>■ To understand that different social situations can require different conflict management styles.</li> <li>■ To practise using the problem-solving conflict management steps.</li> </ul>
Stand up and interrupt.	3A How to be an Upstander	60 mins	<ul style="list-style-type: none"> <li>■ To identify strategies for combating discrimination and bullying.</li> <li>■ To practise and evaluate the effectiveness of different upstander actions.</li> <li>■ To highlight that being safe is the main consideration in any upstanding situation.</li> <li>■ To identify which strategies for being an upstander are most aligned with one's identity.</li> </ul>
	3B How do we make change?	30 mins	<ul style="list-style-type: none"> <li>■ To identify and learn from community organisations that are making changes towards inclusion and being upstanders.</li> <li>■ To demonstrate that the actions of one person and many persons together can create change.</li> </ul>
Just One... Change	4A Just One... Behaviour	30 mins	<ul style="list-style-type: none"> <li>■ To identify aspects of school life that could be changed for the better.</li> <li>■ To allow students to self-identify attitudes and their behaviours that could be leading to exclusion or discrimination within the school.</li> <li>■ To choose just one behavioural change to try over a sustained period of time to promote more inclusive practices.</li> <li>■ To empower students to be part of the process of positive change.</li> </ul>



	4B Just One... Change	60 mins	<ul style="list-style-type: none"> <li>■ To identify and record evidence of diversity and inclusion in the school environment by using the 'School Diversity and Inclusion Scorecard'.</li> <li>■ To collate the information, prioritise actions and make recommendations for a more inclusive school.</li> <li>■ To present to senior staff the Just One... Change that students would like the school to implement.</li> <li>■ To empower students to come together as a group to make positive change.</li> </ul>
	Post program		
Celebrate Just One Change		60 mins	The 'books' from the <i>Hobart Human Library</i> return to school as part of a diversity and inclusion celebration. At this event the school will confirm their Just One... Change. Student's will be able to reflect on their pledge and update the 'book' on the status of the 'School Diversity and Inclusion Scorecard'. Post-program surveys and interviews will be conducted to record any school progress on inclusion – looking for Just One... Change.
		11 hours	

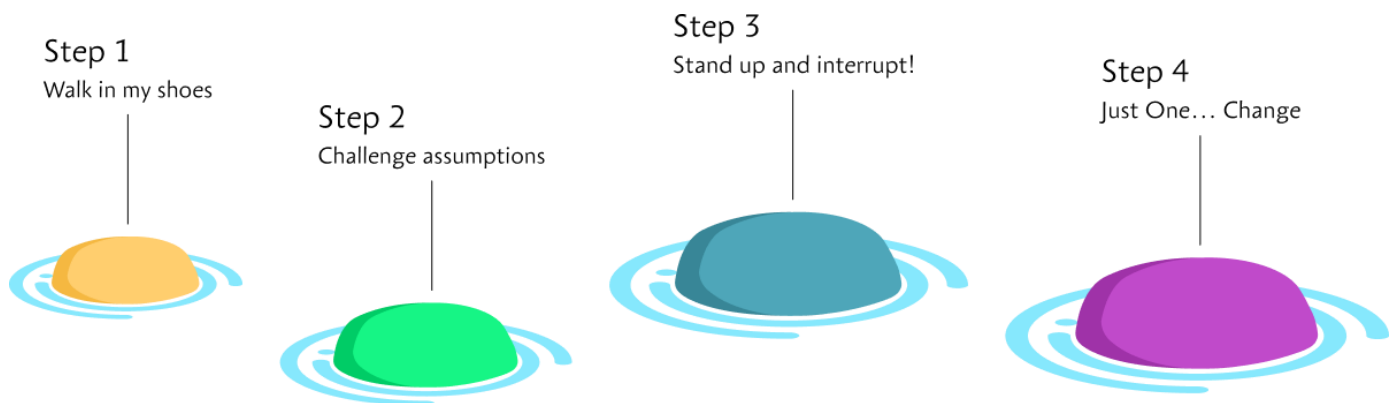


## How does it run in a school?

**Grade level:** The materials are designed to be run with grades 7 or 8.

**Time commitment:** 11 hours. The program is divided into three sections.

1. Pre-program.
2. Program journey.
3. Post program.



**Pre-program: 1 hour.**

- School signs up to program. Program checklists and program teacher professional learning are completed.

**Staff and Parent journey: 2 hours**

- All school staff complete Diversity and Inclusion training (60 min), Facilitated by A Fairer World.
- School community complete Diversity and Inclusion training (60 mins), Facilitated by A Fairer World.

**Student journey: 7 hours**

- Step 1 – (120 mins), Facilitated by A Fairer World.
- Step 2 – (120 mins), Teacher led.
- Step 3 – (90 mins), Teacher led.
- Step 4 – (90 mins), Teacher led.

**Post Program: 1 hour.**

- Celebration and Evaluation

## Acknowledgements

### Sources

The program owes much to the experience of our organisation with more than 30 years as educators, supporting schools in social justice, human rights and diversity. Difference Differently (Together for Humanity) from which the key diversity competencies are drawn. The CASEL model for social and emotional learning has also influenced the program. The influence of the *Let's Get Together* program, which we have been delivering in Tasmania for over 12 years is also evident in the four steps to diversity.

### Program development.

The development of the program would not have been possible without the assistance of a grant from the Tasmanian Community Fund and a partnership with the Department for Education Children and Young People.



We are indebted to the 'books' from the *Hobart Human Library* whose stories and ideas inspired the lesson material. We are indebted to the teachers and students from Campania District School, Taroom High School, and City High School for assisting us in piloting the program and the materials. We thank Kings Design and Aster Gall for graphics and website design, Andy Kowaluk for evaluation instruments and methodology, and all the team at A Fairer World.