



4B – Change JUST ONE...Practice.

Time required:

- 60 minutes.

Resources:

- [‘Diversity and Inclusion School Scorecard’](#), pencils/pens, clipboard.
- Access to a computer.

Aims:

- To identify and record evidence of diversity and inclusion in the school environment by using the *‘Diversity and Inclusion Scorecard’*.
- To collate the information, prioritise actions and make recommendations for a more inclusive school.
- To present to senior staff the Just One... change that students would like the school to implement.
- To empower students to come together as a group to make positive change.

Teacher notes:

The ‘Diversity and Inclusion Scorecard’ will be used by students to assess evidence of inclusion and make recommendations to school leadership to make Just One... change towards being a more inclusive school. As part of the program reflection and celebration, A Fairer World will be coming back to the school to check on and applaud the school for the Just One... change that has been implemented (4 – 6 weeks post program conclusion). Student delegates to senior staff will be asked to conduct a post program interview.

Procedure:



Activity 'Diversity and Inclusion Scorecard' - This activity is designed to assist students to observe and collect evidence of diversity and inclusion in the school. This evidence has been compiled by the human 'books' – it's the things they look for that help them to be included.

To ensure students understand how to fill out this 'Scorecard', it is recommended that the section below on social media be undertaken in class as a group activity. Keep this data on social media for compiling at the end of the activity. Students may then either complete the entire scorecard or sections of it.

Armed with a clipboard, pen/pencil and a 'School Diversity and Inclusion Scorecard' students can either work in pairs or in small groups to walk around the grounds of the school to collect evidence of inclusion. The key areas of the school include the front entrance, the canteen, online spaces and frequently used spaces by students.



Students are to observe the identified areas and gather evidence of diversity and inclusion using the checklist in the 'School Diversity and Inclusion Scorecard'. Once the score card is complete students return to class and collate results. Teachers may invite students to come up with the best way to collate the results or can simply tally the results for them (depending on the time constraints of the lesson).

Once the results are collated students will need to decide on which 3 actions should be prioritised as changes the school could make. Teachers are to direct this decision-making process. Once a decision is made, a delegation of students will then meet with senior staff to make the recommendations.

Note – Depending on the size of your school, other grade 7 classes may also do this activity and make recommendations to senior staff for improvements to make a more inclusive school. Cross referencing with these classes' will be important and submitting a list of potential changes to senior staff based on the whole grade 7 cohort will be important to achieve student voice and a doable Just One... Change.

	Social media				
	When you look at your school newsletter and Facebook page.....	Yes ✓	No ✗	Unsure ?	Comments
18	Does everyone in the photos look the same or is there a range of types of people? Are there people from different races included in the photos?				
19	In the school newsletter are all types of activities included? E.g. sports, reading, science, music etc shown.				
20	Is the language used in school Facebook posts inclusive? For example, use non gender specific terms to address people (students or folks vs. guys).				
21	Are there image descriptions and alt texts embedded in photos so that people with vision impairments using screen readers can be included?				