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Introduction

Live Strong: Close the Gap has been created in collaboration with the Australian Council for Health, Physical Education and Recreation (ACHPER) National and Oxfam Australia, on behalf of the Close the Gap Coalition.

It has been developed to support the delivery of a flexible and engaging curriculum to support the Close the Gap health equality campaign, to increase intercultural understanding and awareness of the social determinants of health, and inspire young Australians to take action in their communities towards achieving Aboriginal and Torres Strait Island health equality by the year 2030.

Live Strong: Close the Gap has been mapped to support the implementation of the newly endorsed Australian Curriculum: Health and Physical Education and ACHPER strongly suggests that teachers also address the specific curriculum state jurisdictions, authorities and sectors.

Available online for free download, the resource includes:

- Specific mapping to the Australian Curriculum: Health and Physical Education, with specific support for the strand Personal Social and Community Health (PSCH) and Movement and Physical Activity (MPA);
- Curriculum tables with Content Descriptors for the targeted bands – Year 7-8 and Year 9-10;
- Background notes for teachers to ensure teacher knowledge of context whilst supporting teacher professional judgment within the local context;
- Tablet- and print-friendly Student Activity worksheets;
- Detailed Lesson Plans with support for assessment tasks decisions by the teacher.

Live Strong: Close the Gap has been developed to assist teachers and can be used flexibly, either as a comprehensive teaching resource to scaffold in-depth student engagement, or as standalone activities.

Live Strong: Close the Gap helps students explore issues surrounding Aboriginal and Torres Strait Islander health, examine benefits, promote inclusivity and plan health practices and strategies to enhance their own health and the wellbeing of their communities. Investigating and participating in the cultural significance of a range of physical activities is also promoted.

Credits: ACHPER National and Oxfam Australia would like to acknowledge and thank Summer Finlay and Dr Jenni Judd as authors of the resource. Your knowledge, understanding, cultural awareness and passion for the issues and curriculum implementation are greatly appreciated.

Special thanks also to Annalise De Mel, Tom Widdup and Peter Lewis from Oxfam Australia, Clyde Rigney from the Ngarrindjeri Regional Authority and Carl Kuddell from Change Media for your support, expertise, guidance and assistance.

This resource was project managed by Rhiannon Dodd and Alison Turner from the Australian Council for Health, Physical Education and Recreation National Branch and Annalise De Mel from Oxfam Australia.

Disclaimer: Reference has been made to the Australian Curriculum: Health and Physical Education. This resource was developed as implementation support and does not imply endorsement by ACARA. Teachers should also refer to state jurisdiction for local curriculum context.

This resource was published in December 2015. All information and links correct at the time of publishing.

Teaching about Aboriginal and Torres Strait Islander peoples' history, cultural differences and backgrounds

Background Notes for Teachers

The points below are some very simple tips to keep in mind when using this education resource. While these tips should not take the place of some good professional development in the area of cross cultural teaching, they may be helpful to consider.

[An article in The Conversation](#) by Nicolas Biddle and Naomi Priest (Sept 29, 2015) suggested that racism towards Indigenous students negatively affects their school attendance rates, and that when Indigenous students experience racism at school, wider school outcomes are also negatively affected.

Discussing race and culture can be challenging for some people, including students and teachers. As a teacher, it is important that you consider your own attitudes and beliefs on the topics covered. One way to assist you to develop reflective practice is by engaging in cross cultural training on a regular basis.

Additionally, students come from varied backgrounds so the content within these lessons may conflict with their own understanding of Aboriginal and Torres Strait Islander Culture. These issues can sometimes lead to challenging conversations in the classroom.

Working with students in diverse cultural groups requires a safe and respectful classroom environment. There are many school factors that influence this, such as the school's atmosphere, overall attitudes towards diversity, involvement of the community, and a culturally responsive curriculum. Of all these factors, the personal and academic relationships between teachers and their students is the most influential.

The best way to keep lessons on track is to know your topic and to be prepared that occasionally there may be content covered in class that causes some students to react. It is also important that students are aware of how to discuss sensitive issues such as race appropriately. Setting the scene about appropriate behaviour in any classroom is a building block to successful classroom interactions.

The following tips are suggestions on how you may prepare for potential challenges:

Tips for teachers

- Appreciate and accommodate the similarities and differences among the students' cultures.
- Build relationships with students.
- Focus on the ways that students learn and observe students to identify their task orientations.
- Teach students to match their behaviours to the setting (For more information: <https://www.teachervision.com/teaching-methods/resource/6039.html?page=1>).
- Address inappropriate behavior, such as racism, immediately if it occurs.

Tips for instructional strategies

- Acknowledge at the beginning of the lesson that it may challenge preconceived ideas about Aboriginal and Torres Strait Islander people and culture.
- Communicate expectations such as appropriate language.
- Be prepared: Use a variety of instructional strategies and learning activities.
- Consider students' cultures and language skills when developing learning objectives and instructional activities.
- Incorporate objectives for affective and personal development.
- At the beginning of lessons provide the students with an overview and goal of the activities.
- Check with students to see what they learned.
- Facilitate independence in thinking and action.
- Promote student on task behavior.
- Monitor student's academic progress during lessons and independent work.
- Provide frequent feedback and expect mastery.

(Adapted from Burnette, 1999 <https://www.teachervision.com/teaching-methods/resource/6039.html?page=2>)

Other useful organisations and resources:

- ANTaR: <https://antar.org.au/>
- Australian Human Rights Commission: <https://www.humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/projects/close-gap-indigenous-health>
- Beyond Blue: <https://www.beyondblue.org.au/resources/for-me/aboriginal-and-torres-strait-islander-people>
- Oxfam Australia: <http://www.oxfam.org.au/ctgschools>
- The Healing Foundation: <http://healingfoundation.org.au/>
- The Little Red Yellow Black Book: <http://ryb.aiatsis.gov.au/>
- National Aboriginal Community Controlled Health Organisation (NACCHO): <http://www.naccho.org.au/>
- National Congress of Australia's First People: <http://nationalcongress.com.au/>
- Reconciliation Australia: <http://www.reconciliation.org.au/schools/>
- SBS – First Australians: <http://www.sbs.com.au/firstaustralians/>
- SBS – First Contact: <http://www.sbs.com.au/programs/first-contact>

Close the Gap Campaign Background Background Notes for Teachers

Australia's Aboriginal and Torres Strait Islanders peoples are remarkable and resilient. The longest continuing culture in the world, they have an unbroken cultural heritage that spans between 50,000 and 65,000 years – at least 10 times older than Ancient Egyptian culture.

It is estimated that in 1788, there were approximately 200–250 separate Aboriginal languages spoken across Australia. While the years since European Settlement have been tumultuous and traumatic for many of our nations' First Peoples, they have continued to be unique and positive contributors to Australia's national culture and heritage.

Equal access to healthcare is a basic human right, and in Australia, we expect it. So what if we told you that you can expect to live almost 20 years less than your next-door neighbour? You wouldn't accept it. No-one should.

But in reality, despite their rich and proud history and culture, the harsh reality is unfortunately Aboriginal and Torres Strait Islander peoples can expect to live up to 10-17 years less than non-Indigenous Australians.

The mortality rates for Aboriginal and Torres Strait Islander peoples is on par with some of the world's most impoverished nations. The United Nations Report, [The State of the World's Indigenous Peoples](#) (2009) indicated Australia and Nepal have the world's worst life expectancy gaps between Indigenous and non-Indigenous people.

This is unacceptable.

Working in partnership with Aboriginal and Torres Strait Islander people is one of the critical success factors. With continued awareness and support from the Australian public, we can ensure the Australian Government continues to work with Indigenous communities, recommit additional funding and invest in real partnerships to close the gap in health and life expectancy outcomes.¹

What is Close the Gap?

Close the Gap is Australia's largest Indigenous health campaign - an Indigenous-led campaign which aims to achieve health equality between Aboriginal and Torres Strait Islander and non-Indigenous Australians within a generation.

The Close the Gap Coalition — a grouping of Indigenous and non-Indigenous health and community organisations — together with almost a quarter of a million Australians are calling on governments to take real, measurable action to achieve Indigenous health equality by 2030.

The Close the Gap campaign celebrates its tenth anniversary in 2016.

In 2005, Tom Calma, the then Aboriginal and Torres Strait Islander Social Justice Commissioner, released the [Social Justice Report 2005](#). This important report called for the

LIVE STRONG

governments of Australia to commit to achieving equality for Indigenous people in the areas of health and life expectancy within 25 years.

The campaign's Steering Committee met for the first time in March 2006, with the public campaign launched by Cathy Freeman and Ian Thorpe in 2007.

The National Indigenous Health Equality Summit was held in Canberra in March 2008. Then Prime Minister Kevin Rudd, senior Ministers and the Federal Opposition signed a Statement of Intent with Aboriginal and Torres Strait Islander health leaders committing them to "work together to achieve equality in health status and life expectancy between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians by the year 2030".

The Queensland, Victorian, Australian Capital Territory, Western Australian, South Australian and New South Wales governments signed the *Statement of Intent*. Other state and territory governments have made various commitments to improving Indigenous health.

Since then, Close the Gap has succeeded in achieving:

- a commitment by government and all major political parties to take action through the formal signing of the Statement of Intent;
- allocation of additional health funding through COAG; and
- a stated intention to work in partnership with Indigenous health organisations and communities.⁴

But this is just the beginning. Because change will take a generation, we need sustained action from Federal and State Governments. This is where we need your help.

What is National Close the Gap Day?

National Close the Gap Day is a national day of action held annually in March, where Australians across the country join together to demonstrate their support for this issue, to remind our political leaders of their commitments, and to show them Australians care about Australia's Aboriginal and Torres Strait Islander peoples and their health.

Young people are at the forefront of this movement for change. In 2015, around 200,000 Australians participated in National Close the Gap Day events around the nation. Almost 92,000 of these were Australian school students and teachers from 350 schools.

As the number of supporters grows in the community, so does the pressure on all governments to keep Indigenous health equality as a top priority and put into action its commitments to close the life expectancy gap.

By joining our efforts we can make sure that by 2030 any Aboriginal or Torres Strait Islander child born in this country has the same opportunity as other Australian children to live a long, healthy and happy life.

What is "the Gap"?

The "gap" refers to the vast health and life-expectancy and inequality between Indigenous and non-Indigenous Australians. This inequality includes:

- shorter life expectancy;
- higher rates of infant mortality;

- poorer health; and
- lower levels of education and employment.²

It is important to recognise that disadvantage may have both immediate social, economic and cultural determinants, and deeper underlying causes:

“For example, the relatively high rates of violence in Aboriginal and Torres Strait Island communities are influenced by immediate factors such as alcohol and illicit drug use, mental health issues and childhood experience of violence. However, a number of researchers also suggest that deeper underlying causes include ‘intergenerational trauma’ resulting from the ongoing and cumulative effects of colonisation, loss of land, language and culture, the erosion of cultural and spiritual identity, forced removal of children, and racism and discrimination.” – Overcoming Indigenous Disadvantage: Key Indicators 2014.⁵

Current-day disadvantage among Indigenous Australians should be viewed in the context of colonisation.

- Colonisation is described from the Australians Together website: <http://www.australianstogether.org.au/stories/detail/colonisation>.³
- This video from The Healing Foundation is also useful to help understand the inter-generational impacts of colonisation: <https://youtu.be/zDN7R6qRpUg>

From birth, Indigenous Australians have a lower life expectancy than non-Indigenous Australians:

- non-Indigenous girls born in 2010-2012 in Australia can expect to live a decade longer than Indigenous girls born the same year (84.3 years and 73.7 years respectively);² and
- the gap for men is even larger, with a 69.1 year life expectancy for Indigenous men and 79.9 years for non-Indigenous men.²

Life expectancy is a broad indicator of a population’s long-term health and well-being. There is a strong connection between low life expectancy for Indigenous Australians and poor health:

- in 2012-2013, **Indigenous Australians were four times more likely to be hospitalised for chronic conditions** compared with non-Indigenous Australians;²
- in 2012, the rate of disability for Aboriginal and Torres Strait Islander Australians was 1.7 times the rate for non-Indigenous Australians;⁵
- in 2012-2013, **Indigenous Australians were three times more likely to suffer from diabetes** compared with non-Indigenous Australians, and the **death rate for diabetes among Aboriginal and Torres Strait Islander people was seven times higher** than for other Australians;⁶ and
- the **maternal death rate for Indigenous women was almost three times the rate for non-Indigenous women** who gave birth between 2006-2010.⁷

Other major concerns include mental health, suicide and self-harm:

- **Indigenous suicide has increased from 5% of total Australian suicide in 1991, to 50% in 2010, despite making up only 3% of the total Australian population.** The most drastic increase occurred among young people 10-24 years old, where Indigenous youth suicide rose from 10% in 1991 to 80% in 2010.⁸ (see [Indigenous Youth Suicide](#) for more information);

- the hospitalisation rates for intentional self-harm for Aboriginal and Torres Strait Islander Australians increased by almost 50% from 2004-05 to 2012-13;⁵
- indigenous adults were three times more likely to experience high/very high levels of psychological distress in 2012-13 compared with non-Indigenous adults;⁵ and
- in 2010 it was estimated that up to 40% of Indigenous youth aged 13–17 will experience some form of mental illness.⁹

So what is Close the Gap campaigning for?

The campaign focuses on meaningful action that will result in sustainable change and improvements. With your support, we are asking for:

- the implementation and monitoring of a comprehensive National Action Plan (developed in partnership with Indigenous communities and health organisations);
- meaningful partnerships between Indigenous and non-Indigenous communities and health services;
- improvements to Indigenous participation, control and delivery of health services;
- a commitment to provide adequate and long-term financial resources including strengthening of the Indigenous health workforce; and
- a way to address critical social issues that impact Indigenous health (including poor housing, nutrition, employment and education).⁴

What's the difference between Close the Gap and Closing the Gap?

“Close the Gap” was adopted as the name of the human rights-based campaign for Aboriginal and Torres Strait Islander health equality led by the Close the Gap Campaign Steering Committee back in 2006.

The term “Closing the gap” entered government policy lexicon as a result of the Close the Gap Campaign’s activities. As a general rule, any initiative with “closing the gap” in the title is an Australian Government or COAG initiative. It is important to note that it does not necessarily reflect the human rights based approach of the Close the Gap Campaign, nor does it mean it is endorsed by the Close the Gap Campaign Steering Committee.

More resources:

- Close the Gap YouTube play list: https://www.youtube.com/playlist?list=PLEGG2Gnss3hHq16ONHprFpo_STYi_G790
- Close the Gap resource bank: <http://bundlr.com/b/hands-on-health-unit-3-close-the-gap>

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Curriculum table – Year 7-8 Band

Background notes for teachers

Live Strong: Close the Gap has been developed in partnership with the Australian Council for Health, Physical Education and Recreation, specifically for students to engage with the Australian Curriculum: Health and Physical Education curriculum.

The relevant HPE band content descriptions are outline below, alongside how the learning activities in this resource support the teaching of the Australian Curriculum.

Year 7-8 Band Content Description	Close the Gap education resource's relevance
Contributing to healthy and active communities	
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity. (ACPPS079)	Through the activity <i>PhotoVoice: What is Health for Aboriginal and Torres Strait Islander Peoples?</i> , students explore the benefits of valuing and promoting diverse and inclusive definitions of health. Specifically, the differences in the definition of 'health' between Aboriginal and Torres Strait Islander peoples and non-indigenous western cultures are explored through photography and social media.
Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities. (ACPPS077)	Through the activity <i>Social Determinants of Health</i> , students use social health practices, behaviours and use World Health organisation resources to explore the health, safety and wellbeing of people in their communities, including Aboriginal and Torres Strait Islander peoples.
Being healthy, safe and active	
Investigate and select strategies to promote health, safety and wellbeing. (ACPPS073)	Through the activity <i>Racism and Mental Health</i> , students investigate the links between, and impacts of, racism on mental health. Students then identify and select strategies to combat racism and promote improved health, safety and wellbeing of students.
Understanding movement	
Participate in and investigate the cultural and historical significance of a range of physical activities. (ACPMP085)	Through the activity <i>Indigenous Games</i> , students participate and investigate the cultural and historical significance of a range of Aboriginal and Torres Strait Islander games. Students explore cross-cultural approaches to physical activities.

Curriculum source: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1>

Curriculum table – Year 9-10 Band

Background notes for teachers

Live Strong: Close the Gap has been developed in partnership with the Australian Council for Health, Physical Education and Recreation, specifically for students to engage with the Australian Curriculum: Health and Physical Education curriculum.

The relevant HPE band content descriptions are outline below, alongside how the learning activities in this resource support the teaching of the Australian Curriculum.

Year 9-10 Band Content Description	Close the Gap education resource's relevance
Contributing to healthy and active communities	
Critique behaviours and contextual factors that influence the health and wellbeing of their communities. (ACPPS098)	Through the activity <i>PhotoVoice: Close the Gap</i> , students explore and critique the behavioural and contextual factors that may influence the health and wellbeing of Aboriginal and Torres Strait Islander communities, through the use of photography and social media. Through the activity, <i>Connection to Culture, Country and Health</i> , students critique behaviours and contextual factors that influence the health and wellbeing of the people of the Ngarrindjerri nation in South Australia, and explore the indigenous connections to culture and country in their local area.
Being healthy, safe and active	
Evaluate factors that shape identities, and analyse how individuals impact the identities of others. (ACPPS089)	Through the activity <i>Connection to Culture, Country and Health</i> , students evaluate factors that have shaped the identities of people of the Ngarrindjerri nation in South Australia, and analyse how individuals have impacted their identities.
Learning through movement	
Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities. (ACPMP107)	Through the activity <i>Racism and Fair Play</i> , students reflect on the links between racism, health and fair play, and how this can influence the outcomes of sport. Specifically, students examine media coverage of the treatment of AFL player Adam Goodes in the 2015 football season.

Curriculum source: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1>

PhotoVoice: What is Health for Aboriginal and Torres Strait Islander Peoples? Teacher Notes / Bands 7-8

Outcomes

Sub-Strand: Contributing to health and active communities

Content Description: Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity. (ACPPS079)

Prior learning

Understanding what health is in the non-Indigenous community.

- Health is a *dynamic* state of complete physical, mental, spiritual and social well-being and not merely the absence of disease or infirmity (World Health Organisation 1998).

How is Health defined by Aboriginal and Torres Strait Islander peoples?

- There is no one term that translates health in Aboriginal and Torres Strait Islander languages – generally it is seen as ‘Life’. (Gatjil Djerrkura, NT).
- ‘Not just the physical well-being of the individual but the social, emotional, and cultural well-being of the whole community. This is the whole-of-life view and it also includes the cyclical concept of life-death-life.’ (National Aboriginal Health Strategy Report, 1989).
- Aboriginal and Torres Strait Islander peoples view health as a collective asset whereas many non-indigenous western cultures see health as an individual asset.

Introduction: Small group work

- In small groups of four, ask the students to list on a worksheet what they consider health to mean.
- Think about the World Health Organisation and National Aboriginal Health Strategy definitions, and discuss the similarities and differences.
- Students to facilitate a discussion between themselves about what health means to them and list their answers on a blank worksheet. The teacher can then provide a definition of health and ask the students to discuss in the group. The teacher can then facilitate a discussion from the information that they have gathered from the group.

PhotoVoice Activity

- Read the background notes about PhotoVoice.
- After the students have discussed the differences between the WHO definition of health and the NAHS definition of Aboriginal Health, ask students go out to take some photos that represent the definitions highlight these differences.
- Students think about and write a caption or story for the photo they you choose to put into the class storyboard.

How will you showcase your student’s photos?

- To create a real-world interactive teaching moment, where possible we recommend allowing students to take photos on digital cameras, smartphones or tablets and then share their photos with students across the nation through the use of Instagram.
- Students could use their own accounts, or a class account can be created quickly and for free. When posting your photos and captions, include the hashtag #ctg78 and tag @closethegapcampaign. You’ll also be able to see photos from other Year 7-8s across Australia by searching the #ctg78 hashtag!

PhotoVoice: What is Health for Aboriginal and Torres Strait Islander Peoples? Lesson Plan / Bands 7-8

Sub-Strand: Contributing to healthy and active communities

Content Description: Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity. (ACCP5079)

Prior Learning: Prior to teaching this lesson on Close the Gap, it is assumed that the students have a good understanding of the social determinates of health outlined in the teacher notes.

Notes: For the best outcomes, we recommend this activity be done over two lessons. The below suggests how the activity could be allocated to accommodate a 45 minute lesson, but is flexible for longer durations.

Time	Content Description	Focus	Resources	Outcomes
10 mins	Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACCP5079)	Close the Gap background <ul style="list-style-type: none"> ●Gather information from the class about their knowledge of Close the Gap and discuss the social determinants. ●Play the YouTube clip and discuss the major issues raised with class. 	<ul style="list-style-type: none"> ●Close the Gap teacher notes ●https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/ ●https://www.youtube.com/watch?v=wMUkl3gE1Xc 	<ul style="list-style-type: none"> ●Understanding Close the Gap. ●Understanding the Close the Gap campaign.
25 mins		Introduce the PhotoVoice activity <ul style="list-style-type: none"> ●Remind students about ethical behaviour and safety of taking photographs. 	<ul style="list-style-type: none"> ●PhotoVoice: Close the Gap teacher notes. ●Students will need a camera or phone for this activity. 	<ul style="list-style-type: none"> ●See the benefits of providing images that tell an aspect of that story.
		Group work <ul style="list-style-type: none"> ●In groups of four discuss what health might mean to Aboriginal and Torres Strait Islander people. Look at the definitions of health and then go out and take photographs that demonstrate health for Aboriginal and Torres Strait Islander people. ●Gather together to discuss and share photographs. 	<ul style="list-style-type: none"> ●Consider the Instagram student photo challenge as an additional activity: http://www.oxfam.org.au/ctgschools 	<ul style="list-style-type: none"> ●Understand the differences in point of views about what health means to Aboriginal and Torres Strait Islander peoples to non-Indigenous peoples.
10 mins		<ul style="list-style-type: none"> ●Thematically organise these into story boards and consider the narrative for each story. ●Optional: Post these on Instagram, or organise a photo display in your school. ●Summarise the session using a facilitated conversation. 		

PhotoVoice: Close the Gap Teacher Notes / Bands 9-10

Outcomes

Sub-Strand: Contributing to health and active communities

Content Description: Critique behaviours and contextual factors that influence the health and wellbeing of their communities. (ACPPS098)

Explore the social determinants of health and their impact on Aboriginal and Torres Strait Islander peoples' health using PhotoVoice activity.

Prior learning

- Understanding the social determinants of health
- How health is defined by Aboriginal and Torres Strait Islander Peoples (see Teacher notes for Year 7-8 PhotoVoice activities).

Introduction: Small group work

- Read the background notes about PhotoVoice.
- In small groups of four, ask the students to list on a worksheet what they consider the social determinants of health are in relation to the health of Aboriginal and Torres Strait Islander peoples.
- Revisit the 'Gaps that exist for Aboriginal and Torres Strait Islander peoples are'.
- Go out with your class and ask students to take photographs that highlight some of these issues and then get them to write a short narrative to explain.
- Once back in the class, give students the opportunity to talk to their photo and then organise these thematically into groups. This can then be used to display in the library or the local shopping centre around Close the Gap campaign activities.

How will you showcase your student's photos?

To create a real-world interactive teaching moment, where possible we recommend allowing students to take photos on digital cameras, smartphones or tablets and then share their photos with students across the nation through the use of Instagram.

Students could use their own accounts, or a class account can be created quickly and for free.

When posting your photos and captions, include the hashtag #ctg910 and tag @closethegapcampaign. You'll also be able to see photos from other Year 9-10s across Australia by searching the #ctg910 hashtag!

PhotoVoice: Close the Gap Lesson Plan / Bands 9-10

Sub-Strand: Contributing to healthy and active communities

Content Description: Critique behaviours and contextual factors that influence the health and wellbeing of their communities. (ACPPS098).

Prior Learning: Prior to teaching this lesson on Close the Gap, it is assumed that the students have a good understanding of the social determinants of health outlined in the teacher notes.

Notes: For the best outcomes, we recommend this activity be done over two lessons. The below suggests how the activity could be allocated to accommodate a 45 minute lesson, but is flexible for longer durations.

Time	Content Description	Focus	Resources	Outcomes
10 mins	Critique behaviours and contextual factors that influence the health and well-being of communities (ACPPS098)	Close the Gap background <ul style="list-style-type: none"> Gather information from the class about their knowledge of Close the Gap and review social determinants. Play the YouTube clip and discuss the major issues raised with class. 	<ul style="list-style-type: none"> Close the Gap teacher notes https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/ https://www.youtube.com/watch?v=wMUKl3gE1Xc 	<ul style="list-style-type: none"> Understanding Close the Gap. Understanding the Close the Gap campaign.
25 mins		Introduce the PhotoVoice activity <ul style="list-style-type: none"> Remind students about ethical behaviour and safety in taking photographs. 	<ul style="list-style-type: none"> PhotoVoice: Close the Gap teacher notes. Students will need a camera or phone for this activity. 	<ul style="list-style-type: none"> See the benefits of providing images that tell an aspect of that story.
10 mins		Group work <ul style="list-style-type: none"> In groups of four discuss what sort of areas you are interested in photographing that will demonstrate factors that affect health. Go out and take photographs that demonstrate some of the Close the Gap issues. Gather together to discuss and share photographs. 	<ul style="list-style-type: none"> Consider the Instagram student photo challenge as an additional activity http://www.oxfam.org.au/ctgschools 	
		<ul style="list-style-type: none"> Thematically organise these into story boards and consider the narrative for each story. Optional: Post these on Instagram, or organise a photo display in your school. Summarise the session using a facilitated conversation. 		

PhotoVoice Background Notes

What is PhotoVoice?

PhotoVoice is a process which assists people – usually those with limited power due to poverty, language barriers, race, class, ethnicity, gender, culture, age, or other circumstances – use photo and/or video images to capture aspects of their environment and experiences and share them with others. The pictures can then be used, usually with captions composed by the photographers, to bring the realities of the photographers' lives home to the public.

PhotoVoice is often used to help bring about social change. It was developed by Caroline Wang and Mary Ann Burris (1992). It is based on a combination of Paulo Freire's notion of "critical consciousness" (a deep understanding of the way the world works and how society, politics, and power relationships affect one's own situation); feminist theory, which emphasises the importance of voice; and documentary photography.¹

Wang (1999) defines five key concepts for PhotoVoice:

- images teach;
- pictures can influence policy;
- community members ought to participate in creating and defining the images that shape healthful public policy;
- the process requires that from the outset planners bring policy makers and other influential people to the table to serve as an audience; and
- PhotoVoice emphasises individual and community action.¹

PhotoVoice has three main goals

1. To enable those who are not heard to have a voice, enabling them to record and reflect on their experiences and their communities', positive and negative.
2. To encourage critical consciousness. The process of choosing, discussing, and reflecting one of their photographs, the photographers can come to reflect on their circumstances and the economic, social, psychological, and political forces that shape them.
3. To assist with bringing about change that will improve conditions and enhance lives by influencing policy makers.³

The term "critical consciousness" comes from the work of the Brazilian educator Paulo Freire. Freire's use of the term refers to the process of those who are oppressed using critical thinking about their own situations. Analysing the forces shaping their circumstances is a first step toward bringing about change. <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/PhotoVoice/main>

Please note: it is important to understand that it is not simply going out to take photographs, but to understand the basics of photography, safe ethical ways to take photographs and facilitated conversations about what images they took.

How will you showcase your student's photos?

To create a real-world interactive teaching moment, where possible we recommend allowing students to take photos on digital cameras, smartphones or tablets and then share their photos with students across the nation through the use of Instagram.

Students could use their own accounts, or a class account can be created quickly and for free. Each activity has its own suggested hashtag to use when posting photos, so they can be seen and shared with school students across Australia. If you choose to create and print physical photo storyboards, they could be displayed at the library, around the school or even in a public place in your local community.

Why use PhotoVoice?

- The rewards of taking photographs are immediate (students can either use their phones or digital cameras; or disposable cameras).
- Photography is a fun and creative way to learn.
- Taking photographs or videos of familiar scenes can change peoples perceptions about their social and physical environment.
- Basic photography is easy to learn and accessible to almost anyone.
- Seeing what someone else sees is more powerful than just being told about it.
- Images can be understood regardless of language, culture and other factors.
- It is hard to deny reality when faced with the image.² For more information see: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/PhotoVoice/main>

Some general guidelines

- PhotoVoice is a participatory, collaborative process from the beginning – so plan this with your students.
- Participants and staff need a little training – use of equipment, what makes a good photograph, ethics in taking photographs and keeping themselves safe when they are taking photographs.
- Participants need time to show and discuss their photographs.
- The project should result in some action. (<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/PhotoVoice/main>)

References

1. <http://www.britannica.com/biography/Gatjil-Djerkura>
2. Wang CC. (1999) PhotoVoice: A participatory Action Research Strategy Applied to Women's Health, Journal of Women's Health, Volume 8, Number 2, 186-191. Mary Anne Liebert, Inc.
3. Community Tool Box, Chapter 3- Section 20. Implementing PhotoVoice in your community <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/PhotoVoice/main>
4. Wang, C., & Burris, M. A. (1997). PhotoVoice: Concept, methodology, and use for participatory needs assessment. Health education & behavior, 24(3), 369-387.

Social Determinants of Health Teacher Notes / Bands 7-8

Outcomes

Sub-Strand: Contributing to healthy and active communities

Content Description: Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities. (ACPPS077)

Health is a social issue. Where and how we live, what we do, whom we interact with, and the nature of these interactions and relationships – all these affect our health. Thus, health is a product of the interaction between our biology and the physical, socio-cultural and political environment in which we live and act.¹

Social determinants of health are things which impact on people's health which are not traditionally viewed as impacting on health. These factors include but are not limited to:

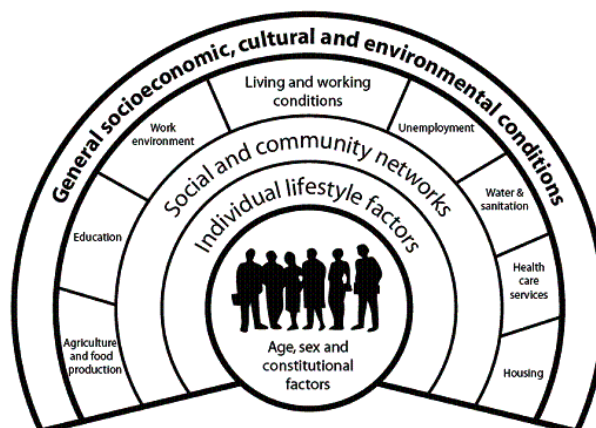
- education levels;
- housing;
- engagement with the justice system;
- connection to community;
- connection to Culture (specifically indigenous peoples from around the world);
- socio-economic status; and
- experiences of racism and discrimination.^{1, 2}

It's important to consider what social determinants are at play within any community when discussing health.^{1, 2}

Social Determinants of Health (World Health Organisation)

The diagram below gives a good overview of what the social determinants are and how these impact on people. Social justice is a matter of life and death. The three principals of action from the Commission of Social Determinants of health are:

1. Improve the conditions of daily life – the circumstances in which people are born, grow, live, work and age.
2. Tackle the inequitable distribution of power, money, and resources – the structural drivers of those conditions of daily life – globally, nationally and locally.
3. Measure the problem, evaluate action, expand the knowledge base, develop a workforce that is trained in the social determinants of health, and raise public awareness about the social determinants of health.²



In 2011, Michael Marmot wrote an editorial in the *Medical Journal of Australia* about social determinants of health of Indigenous Australians. He suggested that there are two classes of influence that affect Australian Aboriginal and Torres Strait Islanders: social disadvantage and the relationship of Indigenous Australians to mainstream society.³

In the Commission of Social Determinants of Health Report (2008), Marmott suggested that the following domains are relevant for Aboriginal and Torres Strait Islander people:

- early childhood development;
- education and skills development;
- employment and working conditions;
- minimum income for healthy living;
- sustainable communities; and
- a social determinants approach to prevention.²

“Health is dependent on conditions that enable people to live lives they would choose to live.” It may help to discuss these domains with the students and explore some of these issues.²

The other important aspect of the social determinants of health is access to health services. If you are not aware of the roles of Aboriginal Community Controlled Health Organisations (ACCHO), it might be helpful to visit the National Aboriginal Community Controlled Health Organisation (NACCHO) website <http://www.naccho.org.au/about-us/naccho-history/> to give you a quick overview of the roles of ACCHO and their importance in delivering culturally appropriate health services.

References

1. Germov, J. 2009. *Second Opinion: An Introduction to Health Sociology*. OUP Australia and New Zealand
2. World Health Organisation, Commission of the Social Determinants of Health, 2008
http://apps.who.int/iris/bitstream/10665/69832/1/WHO_IER_CSDH_08.1_eng.pdf
3. Marmott M, Social Determinants and the health of Indigenous Australians, *Medical Journal of Australia*, Volume 194, Number 10, p512-513, 16th May, 2011.
4. Dahlgren G and Whitehead W, Policies and strategies to promote social equity in health: Background document to WHO strategy paper for Europe, first published in 1991.

Social Determinants of Health Diagram - Source: Dahlgren and Whitehead, 1991. Image used with permission from <http://www.health.org.uk/blog/role-communities-there-more-person-centred-care-health-services>

Social Determinants of Health Lesson Plan / Bands 7-8

Sub-Strand: Contributing to healthy and active communities. **Content Description:** Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities. (ACPPS077). **Prior Learning:** Prior to teaching this lesson, review the Close the Gap teacher notes which provide a good understanding of the differences in health definitions between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples. See teacher notes on what is health.

Notes: Activity times have been allocated to accommodate a 45 minute lesson, but offer flexibility for longer durations as deemed required. **Extension activity:** As an additional activity in another lesson, students could do a small group activity by using old magazines to collect and cut out photographs that exhibit the social determinants of health. They create a collage using the photos, thinking about their own neighbourhood, or where the school is located or their city. Get students to write a short narrative about their collage picture.

Time	Content Description	Focus	Resources	Outcomes
10 mins	Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACCP077)	Close the Gap background <ul style="list-style-type: none"> Gather information from the class about their knowledge of Close the Gap and briefly introduce the social determinants of health. Introduce the diagram from Dahlgren and Whitehead, 1991 and discuss aspects of the diagram. The Solid Facts - WHO. 	<ul style="list-style-type: none"> Close the Gap teacher notes. https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/ https://www.google.com.au/search?q=images+of+social+determinants+of+health&tbm=isch&im http://www.euro.who.int/_data/assets/pdf_file/0005/98438/e81384.pdf 	<ul style="list-style-type: none"> Understanding Close the Gap. Understanding the Close the Gap campaign.
25 mins		Group work <ul style="list-style-type: none"> In groups of four, discuss how social determinants might impact on the health of individuals and communities. Using the 10 areas raised in The Solid Facts, discuss the impact in your own communities, and then discuss this from the perspective of an Aboriginal and Torres Strait Islander person. 	<ul style="list-style-type: none"> Close the Gap teacher Notes. Class to split into two groups and on the activity sheets provided, list these issues and discuss. 	<ul style="list-style-type: none"> Understand the differences in point of views about what health means to Aboriginal and Torres Strait Islander peoples and to non- Indigenous peoples. Explore and understand the social determinants of health and its impacts on individuals, and communities.
10 mins		<ul style="list-style-type: none"> Summarise the session using a facilitated conversation with each group and then consider. 		

Worksheet – Group One: Social Determinants of Health

Below are some of the social determinants of health discussed during the class. Consider how these factors might influence people's health.

Education levels

Housing

Engagement with the justice system

Worksheet – Group Two: Social Determinants of Health

Below are some of the social determinants of health discussed during the class. Consider how these factors might influence people's health.

Connection to community

Connection to Culture (specifically indigenous peoples from around the world)

Socio-economic status (how much money people have)

Experiences of racism and discrimination

Connection to Culture, Country and Health Teacher Notes / Bands 9-10

Outcomes

Sub-Strand: Being healthy, safe and active

Content Description: Evaluate factors that shape identities, and analyse how individuals impact the identities of others. (ACPPS089)

- Understand how connection to Culture and Country impacts Aboriginal and Torres Islander peoples' health.
- Understanding of the social determinants of health.

Outcomes

Sub-Strand: Contributing to health and active communities

Content Description: Critique behaviours and contextual factors that influence the health and wellbeing of their communities. (ACPPS098)

Explore the social determinants of health and their impact on Aboriginal and Torres Strait Islander peoples' health through exploring people of the Ngarrindjerri nation's connection to culture and country.

Prior learning

Social determinants of health. See Social Determinants of Health Teacher Notes.

Links for connection to Culture and Country on Aboriginal and Torres Strait Islander peoples' health

"Aboriginal health" means not just the physical well-being of an individual but refers to the social, emotional and cultural well-being of the whole Community in which each individual is able to achieve their full potential as a human being, thereby bringing about the total well-being of their Community. It is a whole-of-life view and includes the cyclical concept of life-death-life.

Health care services should strive to achieve the state where every individual is able to achieve their full potential as a human being and this bring about the total well-being of their community."²

From an Aboriginal and Torres Strait Islander perspective, health is complex and multi-faceted. It includes physical health of individuals, social and emotional health, and the well-being of whole communities.⁴ Connection to Culture and Country are just one example.

Culture and Country for many Aboriginal and Torres Strait Islander people are linked. However, there isn't just one Aboriginal or one Torres Strait Islander culture, but many. The Aboriginal Language map shows just how many Aboriginal Nations or Countries there are, both before and after invasion. There may be many cultural similarities but also differences across Nations. See the interactive map from AIATSIS to check your area:

<http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>

Aboriginal Connection to, and respect for, Country

Aboriginal and Torres Strait Islander people do not view the land like many western societies. They didn't own the land, and do not now own the land, but rather see themselves almost like guardians of their Country. Connection to Country is, and still remains, a complex relationship.

An example of Connection to Country is taken from the Ngarrindjeri nation, an Aboriginal nation of 18 language groups who occupied, and still inhabit, the Lower Murray, Coorong and Lakes area of South Australia:

*"The Ngarrindjeri nation... use the term Ruwe/Ruwar to encapsulate the interconnection between country, body, and spirit. This interconnection is fundamental to wellbeing and it is for this reason that healthy lands and waters are critical to healthy Ngarrindjeri people and culture. Creation ancestors such as Ngurunderi give Ngarrindjeri traditional responsibility to care for Ruwe/Ruwar."*³

Their lands and waters extended 30km up the Murray from Lake Alexandrina, the length of the Coorong and the coastal area to Encounter Bay. Today this Aboriginal group is still very strong, with a large community of people based in the Lower Murray and Coorong area.

Point McLeay Mission was founded on the shores of Lake Alexandrina in 1859 by the Aborigines' Friends Association for the Aboriginal people of the Lower Lakes. George Taplin, the Congregational minister, was its first administrator. Following Government administration from 1916, Point McLeay was returned to the Ngarrindjeri people in 1974 and renamed Raukkan in 1982.³

This is further explained in the video "We are Ngarrindjeri"⁵: <https://vimeo.com/98509879>

Demonstrating where or what country one is from is critical to any Aboriginal and Torres Strait Islander person for their self-identity, and when introducing themselves to other Aboriginal and Torres Strait Islander people.

However, there are many Aboriginal and Torres Strait Islander people who do not know their country or mob due to forced removals from country or family (Stolen Generation). Since identity is core to social and emotional health, not knowing Culture and Country can have a negative impact on health.

Get to know the Country your school is on

Before undertaking this class, spend some time having a look at whose country you are on. This information can be found online through the local council's website, search for Aboriginal Community Controlled Health Services within your area or looking for Aboriginal Land Councils that may be established. The Aboriginal Language map of Australia will give you a good start in identifying whose country you are on. Language is an important aspect of Aboriginal people's identity.

Hearing from people about their Culture first hand is always better than reading it from a book. Consider getting in contact with a local Aboriginal and Torres Strait Islander organisation in your area and inviting someone, preferably an Elder, to speak to the class.

It would be great to spend time in class to prepare the students, prior to the invited guest presenting to the class. Consider introducing your students to the social determinants of health. This will give them a good foundation from which to understand what the guest is telling them and the impact that this story has on health. If this isn't possible, researching the area yourself is an alternative.

References

1. A national Aboriginal health strategy / prepared by the National Aboriginal Health Strategy Working Party by Australia. National Aboriginal Health Strategy Working Party [Canberra]: [National Aboriginal Health Strategy Working Party], [1989.]
2. Steve Hemming and Daryle Rigney INNOVATION IN GOVERNANCE Ngarrindjeri futures: Negotiating a future through Caring for *Ruwe/Ruwar* (lands, waters and all living things)
http://www.nature.org/cs/groups/webcontent/@web/@australia/documents/document/prd_062391.pdf
3. State Library of South Australia: <http://guides.slsa.sa.gov.au/Ngarrindjeri>
4. Social and Emotional Well-Being Framework, A National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Well-Being 2004 – 2009,
http://www.naccho.org.au/download/aboriginal-health/social_and_emotional_well_being_framework_20042009.pdf
5. Video credit:
"We Are Ngarrindjeri"
Developed and produced by Change Media in partnership with the Ngarrindjeri Regional Authority
© 2015 Change Media and Ngarrindjeri Regional Authority
<http://www.changemedia.net.au/projects/we-are-ngarrindjeri>
<http://www.ngarrindjeri.org.au/>

Connection to Culture, Country and Health Lesson Plan / Bands 9-10

Sub-Strand: Being health, safe and active

Content Description: Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)

Prior Learning: Prior to teaching this lesson, it is assumed that the students have a good understanding of the social determinants of health as outlined in the teacher notes.

Notes: To get the most out of this session, invite a local Aboriginal and/or Torres Strait Islander Elder in to talk about the local area and history. However if that's not possible, a teacher-led conversation informed by previous research would be an alternative. Activity times have allocated to accommodate a 45 minute lesson, but offer flexibility for longer durations as deemed required.

Time	Content Description	Focus	Resources	Outcomes
5 mins	Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)	Close the Gap background <ul style="list-style-type: none"> Provide an overview. 	<ul style="list-style-type: none"> Close the Gap teacher notes. https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/ 	<ul style="list-style-type: none"> Understanding Close the Gap. Understanding the Close the Gap campaign.
5 mins		Health Disparity between Aboriginal and Torres Strait Islander People and other Australians <ul style="list-style-type: none"> Play the YouTube clip and discuss the major issues raised with class. 	<ul style="list-style-type: none"> Close the Gap teacher notes. https://www.youtube.com/watch?v=wMUKl3gE1Xc 	<ul style="list-style-type: none"> Understand health impacts for Aboriginal and Torres Strait Islander People.
25 mins		Class Guest/teacher led <ul style="list-style-type: none"> Introduction to the Country and Culture where the school is located. Identify the local Aboriginal group and language. Discuss the video in small groups and discuss how the social determinants feed into the aspects that are raised by the video. 	<ul style="list-style-type: none"> “We are Ngarrindjeri” video: https://vimeo.com/98509879 Aboriginal language map from AIATSIS - http://aiatsis.gov.au/explore/articles/aboriginal-australia-map 	<ul style="list-style-type: none"> Understanding social determinants of health. Understanding of the links between connection between Culture and Country.
10 mins		Student Question time <ul style="list-style-type: none"> General discussion on what students thought were the main things they learned from the video. 		<ul style="list-style-type: none"> Understanding social determinants of health. Understanding of the links between connection between Culture and Country

Racism and Mental Health Teacher Notes / Bands 7-8

Outcomes

Sub-Strand: Being healthy, safe and active

Content Description: Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

- An understanding of what Close the Gap is.
- Understanding of what racism looks like.
- Understanding the impacts of racism.
- Understanding of the links between racism and health.

Prior learning

Social determinants of health - see Social Determinants of Health Teacher Notes.

Links between racism and mental health

Racism can have an impact on people's health whether it is overt or more subtle. Overt racism is generally better recognised and understood. Overt racism includes any negative comment or action towards someone based on their race. Subtle racism is often harder to pinpoint. Subtle racism can include assuming someone will be late, not sitting next to someone on the bus or distrusting someone and watching them more closely due to their race.¹

Almost all Aboriginal and Torres Strait Islander people report experiencing racism multiple times.² Over half (56%) of Aboriginal and Torres Strait Islander people who reported experiencing racism said they felt psychological distressed because of the discrimination.^{2, 3} Psychological distress is a known risk factor for anxiety and depression. Aboriginal and Torres Strait Islander people who experienced 12 or more incidents of racism in a 12 month period (which was two thirds of those included in the survey), reported experiencing high or very high levels of psychological distress.²

According to beyondblue: "restricting people's participation in public life and their access to health and housing services, racial discrimination directly contributes to inequality in health and wellbeing outcomes."¹ This is why they ran an Aboriginal and Torres Strait Islander anti-racism campaign in 2014 called the "The Invisible Discriminator".²

"The Invisible Discriminator" focused on more subtle racism and discrimination. This campaign is the basis for this session. The campaign consisted of a number of TV commercials and advertisements which aimed to highlight subtle racism. To support the campaign a number of educational resources were developed with links to sources which are hosted on the website. The website also includes interviews with the actors in the campaign about their real life experiences of racism.

These resources are a great source of additional information for this class. Find those resources [HERE](#).

Small group work

- In small groups of four, ask the students to list on the worksheet what they consider to be racism.
- Play two of the beyondblue Aboriginal and Torres Strait Islander anti-racism videos (links in lesson plan).
- Ask them to refine their list and consider what the differences in their understanding of racism are from before and after watching the videos.
- Facilitate a discussion based on the information they provided on their worksheets.

References

1. beyondblue, The Invisible Discriminator. <https://www.beyondblue.org.au/resources/for-me/stop-think-respect-home/the-invisible-discriminator>
2. Ferdinand, A., Paradies, Y. & Kelaher, M. 2012, *Mental Health Impacts of Racial Discrimination in Victorian Aboriginal Communities: The Localities Embracing and Accepting Diversity (LEAD) Experiences of Racism Survey*, The Lowitja Institute, Melbourne. https://www.lowitja.org.au/sites/default/files/docs/LEAD%20Report-WEB_0.pdf
3. Australian Bureau of Statistic, 2010 Social and Emotional Wellbeing: Psychological Distress <http://www.abs.gov.au/AUSSTATS/abs@.nsf/lookup/4704.0Chapter420Oct+2010>

Racism and Mental Health Lesson Plan / Bands 7-8

Sub-Strand: Being health, safe and active. **Content Description:** Investigate and select strategies to promote health, safety and wellbeing (ACPPS073) **Prior learning:** Prior to teaching this lesson on racism and mental health, it is assumed that the students have a good understanding of the social determinates of health outlined in the teacher notes.

Notes: Activity times have been allocated to accommodate a 45 minute lesson, but offer flexibility for longer durations as deemed required.

Time	Content Description	Focus	Resources	Outcomes
5 mins	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Close the Gap background <ul style="list-style-type: none"> Provide an overview. 	<ul style="list-style-type: none"> Close the Gap teacher notes. https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/ 	<ul style="list-style-type: none"> Understanding Close the Gap. Understanding the Close the Gap campaign.
15 mins		Health Disparity between Aboriginal and Torres Strait Islander People and other Australians <ul style="list-style-type: none"> Play the YouTube clip and discuss the major issues raised with class. 	<ul style="list-style-type: none"> Close the Gap teachers Notes https://www.youtube.com/watch?v=wMUKl3gE1Xc 	<ul style="list-style-type: none"> Understand health impacts for Aboriginal and Torres Strait Islander People.
		Group work <ul style="list-style-type: none"> What do you think racism is? Describe how you think racism makes people feel? 	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Understanding the impacts of racism. Understanding of the links between racism and health.
15 mins		Exploring racism <ul style="list-style-type: none"> How do people experience racism? 	<ul style="list-style-type: none"> beyondblue YouTube Clips: https://youtu.be/MvTyI41PvTk https://youtu.be/UzDxmdU1rkk https://youtu.be/l_AbihXv0cl 	<ul style="list-style-type: none"> Understanding the impacts of racism. Understanding of the links between racism and health.
		Group work <ul style="list-style-type: none"> Did your thoughts change at all after watching the clip? If so how? 	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Understanding the impacts of racism. Understanding of the links between racism and health.
5 mins		Facilitated class conversation <ul style="list-style-type: none"> What do you think racism is? Did your thoughts change at all after watching the clip? If so how? 		<ul style="list-style-type: none"> Understanding the impacts of racism. Understanding of the links between racism and health.
5 mins		Drivers behind health disparity with a focus on racism <ul style="list-style-type: none"> Provide an overview. 	<ul style="list-style-type: none"> Close the Gap teacher notes. Racism and Mental Health teacher notes. 	<ul style="list-style-type: none"> Understanding some of the reasons behind the gap. Understanding the impacts of racism. Understanding of the links between racism and health.

Worksheet: Racism and Mental Health

Activity One

In three sentences, what do you think racism is?

What five words best describe how you think racism makes people feel?

-
-
-
-
-

Activity Two

After watching the beyondblue “Invisible Discriminator” clips, how do you think people experience racism?

Activity Three

In groups, discuss:

- What did your group think racism was before you watched the clips?

- Have your thoughts have changed after watching the clips?

- If your thoughts have changed, how have they? If they haven't, what did you see in the clips that confirmed your points of view?

Racism and Fair Play Teacher Notes / Bands 9-10

Outcomes

Sub-Strand: Learning through movement

Content Description: Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities ([ACPMP107](#))

- An understanding of what Close the Gap is.
- Understanding of what racism looks like.
- Understanding the impacts of racism.
- Understanding of the links between racism, health and fair play.
- Explore what fair play is.

Prior learning

Social determinants of health - see Social determinants of health teacher notes.

Links between racism and mental health

Racism can have an impact on people's health whether it is overt or more subtle. Overt racism is more recognised and understood. Overt racism includes any negative comment or action towards someone based on their race. Subtle racism is often harder to pinpoint. Subtle racism can include assuming someone will be late, not sitting next to someone on the bus or distrusting someone and watching them more closely due to their race.¹

Almost all Aboriginal and Torres Strait Islander people report experiencing racism at multiple times.¹ Over ½ (56%) of Aboriginal and Torres Strait Islander people who reported experiencing racism said they felt psychological distress because of the discrimination.³

Psychological distress is a known risk factor for anxiety and depression. Aboriginal and Torres Strait Islander people who experienced 12, or more incidents of racism in a 12 month period (which was two thirds of those included in the survey), reported experiencing high or very high levels of psychological distress.

According to beyondblue, "restricting people's participation in public life and their access to health and housing services, racial discrimination directly contributes to inequality in health and wellbeing outcomes."⁴ This is why they ran an Aboriginal and Torres Strait Islander anti-racism campaign in 2014 called the "The Invisible Discriminator".⁵ "The Invisible Discriminator" focused on more subtle racism and discrimination. This campaign is the basis for this session.

The campaign consisted of a number of TV commercials and advertisements which aimed to highlight subtle racism. To support the campaign a number of educational resources were developed with links to sources which are hosted on the website. The website also includes interviews with the actors in the campaign about their real life experiences of racism.

These resources are a great source of additional information for this class. You can find those resources [HERE](#).

Small group work

In August 2015, Sydney Swans Player Adam Goodes was unable to play AFL for a few games because he felt that the booing by the fans was racially motivated and this had an impact on his mental health.

In small groups, discuss the contrasting language in two different articles about Adam Goodes relating to the Goodes war dance:

- 'Sydney Swans' Adam Goodes celebrates goal with Indigenous war dance, ruffles feathers', The Sydney Morning Herald, 30 May 2015. <http://www.smh.com.au/afl/sydney-swans/sydney-swans-adam-goodes-celebrates-goal-with-indigenous-war-dance-ruffles-feathers-20150529-ghczbr.html>
- 'Sydney Swans have shown unanimous support for Adam Goodes', News.com.au, 1 August 2015. <http://www.news.com.au/sport/afl/sydney-swans-have-shown-unanimous-support-for-adam-goodes/story-fndv7pj3-1227466097732>
- 'Can Australians handle cultural difference?', Sunday Extra, ABC Radio National, 9 June 2015. [http://www.abc.net.au/radionational/programs/sundayextra/can-australians-handle-cultural-difference/6532180?WT.mc_id=Innovation_Radio-RN-SundayExtra\[CulturalDifferenceInAustralia_GPP|abc](http://www.abc.net.au/radionational/programs/sundayextra/can-australians-handle-cultural-difference/6532180?WT.mc_id=Innovation_Radio-RN-SundayExtra[CulturalDifferenceInAustralia_GPP|abc)
- 'Proud Goodes stands by war cry celebration', AFL.com.au, 30 May 2015. <http://www.afl.com.au/news/2015-05-30/proud-goodes-stands-by-war-cry-celebration>
- 'Adam Goodes: Aboriginal communities and football players show support for Sydney Swans player', Herald Sun, 1 August 2015. <http://www.heraldsun.com.au/sport/afl/adam-goodes-aboriginal-communities-and-football-players-show-support-for-sydney-swans-player/story-fni5ezdm-1227465866507?sv=dd42670219c1aa5fdf168736f97c9ac1>

Ask students to consider:

- the language in the articles;
- the different views and attitudes of the people quoted in the article; and
- the impact this would have on them if they were Adam Goodes.

The teacher can then facilitate a conversation based on the discussions within each group about the points they were asked to consider.

Sum up by reiterating the link between racism and health. Ask them to consider their behaviour going forward.

References

1. <https://www.beyondblue.org.au/resources/for-me/stop-think-respect-home/the-invisible-discriminator>
2. https://www.lowitja.org.au/sites/default/files/docs/LEAD%20Report-WEB_0.pdf
3. <http://www.abs.gov.au/AUSSTATS/abs@.nsf/lookup/4704.0Chapter420Oct+2010>
4. <https://www.beyondblue.org.au/resources/for-me/stop-think-respect-home/the-invisible-discriminator>
5. <https://www.beyondblue.org.au/resources/for-me/stop-think-respect-home/the-invisible-discriminator>

Racism and Fair Play Lesson Plan / Bands 9-10

Sub-Strand: Learning through movement

Content Description: Reflect on how fair play and ethical behavior can influence the outcomes of movement activities (ACPMP107)

Prior learning: Students will need to have been introduced to the social determinants of health (see teacher notes).

Notes: Activity times have been allocated to accommodate a 45 minute lesson, but offer flexibility for longer durations as deemed required.

Time	Content Description	Focus	Resources	Outcomes
5 mins	Reflect on how fair play and ethical behavior can influence the outcomes of movement activities (ACPMP107)	Close the Gap background <ul style="list-style-type: none"> Provide an overview. 	<ul style="list-style-type: none"> Close the Gap teacher notes. https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/ 	<ul style="list-style-type: none"> Understanding Close the Gap. Understanding the Close the Gap campaign.
10 mins		Health Disparity between Aboriginal and Torres Strait Islander People and other Australians <ul style="list-style-type: none"> Play the YouTube clip and discuss the major issues raised with class. 	<ul style="list-style-type: none"> Close the Gap teacher notes. https://www.youtube.com/watch?v=wMUKl3gE1Xc 	<ul style="list-style-type: none"> Understand health impacts for Aboriginal and Torres Strait Islander People.
10 mins		Group work <ul style="list-style-type: none"> What do you think racism is? What do you think fair play is? 	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Understanding the impacts of racism. Understanding of the links between racism, health and fair play.
20 mins		Exploring racism and fair play <ul style="list-style-type: none"> How do people experience racism? Group Work: <ul style="list-style-type: none"> In August 2015, Sydney Swans Player Adam Goodes was unable to play AFL for a few games because he felt that the booing by the fans was racially motivated and this had an impact on his mental health. 	<ul style="list-style-type: none"> In small groups, discuss the contrasting language in two different articles about Adam Goodes relating to the Goodes war dance: <ul style="list-style-type: none"> 'Sydney Swans' Adam Goodes celebrates goal with Indigenous war dance, ruffles feathers', The Sydney Morning Herald, 30 May 2015. http://www.smh.com.au/afl/sydney-swans/sydney-swans-adam-goodes-celebrates-goal-with-indigenous-war-dance- 	<ul style="list-style-type: none"> Understanding the impacts of racism. Understanding of the links between racism and health. Impact of fair play.

			<p>ruffles-feathers-20150529-ghczbr.html</p> <p>'Sydney Swans have shown unanimous support for Adam Goodes', News.com.au, 1 August 2015. http://www.news.com.au/sport/afl/sydney-swans-have-shown-unanimous-support-for-adam-goodes/story-fndv7pj3-1227466097732</p> <p>'Can Australians handle cultural difference?', Sunday Extra, ABC Radio National, 9 June 2015. http://www.abc.net.au/radionational/programs/sundayextra/can-australians-handle-cultural-difference/6532180?WT.mc_id=Innovation_Radio-RN-SundayExtra CulturalDifferenceInAustralia_GPP abc</p> <p>'Proud Goodes stands by war cry celebration', AFL.com.au, 30 May 2015. http://www.afl.com.au/news/2015-05-30/proud-goodes-stands-by-war-cry-celebration</p> <p>'Adam Goodes: Aboriginal communities and football players show support for Sydney Swans player', Herald Sun, 1 August 2015. http://www.heraldsun.com.au/sport/afl/adam-goodes-aboriginal-communities-and-football-players-show-support-for-sydney-swans-player/story-fni5ezdm-1227465866507?sv=dd42670219c1aa5fdf168736f97c9ac1</p>	
5 mins		<p>Concluding comments</p> <ul style="list-style-type: none"> Using what you have discussed and how you view racism and health - provide a response using one or two words and the teacher can collect these words on a word map on the board/poster sheet to demonstrate various learnings from the lesson. 	<ul style="list-style-type: none"> Racism and Mental health teacher notes. Close the Gap teacher notes. 	<ul style="list-style-type: none"> Understanding some of the reasons behind the gap. Understanding the impacts of racism. Understanding of the links between racism and health.

Worksheet: Racism and Fair Play

Activity One

What do you think racism is?

When thinking about racism, brainstorm what attitudes and behaviours would indicate racist actions?

Describe what you think fair play is. Consider what attitudes and behaviours people who believe in fair play might exhibit.

Activity Two

In August 2015, Sydney Swans Player Adam Goodes was unable to play AFL for a few games because he felt that the booing by the fans was racially motivated. This had an impact on his mental health.

1. Choose two of the below articles about Adam Goodes and racism, and read them:

- [‘Sydney Swans’ Adam Goodes celebrates goal with Indigenous war dance, ruffles feathers’](#), The Sydney Morning Herald, 30 May 2015.
- [‘Sydney Swans have shown unanimous support for Adam Goodes’](#), News.com.au, 1 August 2015.
- [‘Can Australians handle cultural difference?’](#), Sunday Extra, ABC Radio National, 9 June 2015.
- [‘Proud Goodes stands by war cry celebration’](#), AFL.com.au, 30 May 2015.
- [‘Adam Goodes: Aboriginal communities and football players show support for Sydney Swans player’](#), Herald Sun, 1 August 2015.

2. As a group, discuss the language in the articles and consider:

Does the language differ between the two articles? If so, how?

Is the language in the article negative or positive towards Adam Goodes? Why do you think this?

LIVE STRONG

Do you think the articles are respectful towards Aboriginal and Torres Strait Islander people and culture? Why or why not?

Adam Goodes believed the booing was racially motivated. Describe why he might have felt that way.

Indigenous Games Lesson Plan / Bands 7-8

Sub-Strand: Understanding movement

Content Description: Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085) **Prior learning:** Prior to teaching this lesson it would be helpful for students to have a good understanding of fair play. **Notes:** Activity times have allocated to accommodate a 45 minute lesson, but offer flexibility for longer durations as deemed required.

Time	Content Description	Focus	Resources	Outcomes
5 mins	Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)	Close the Gap background <ul style="list-style-type: none"> Provide an overview. 	<ul style="list-style-type: none"> Close the Gap teacher notes. https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/ 	<ul style="list-style-type: none"> Understanding Close the Gap. Understanding the Close the Gap campaign.
5 mins		<ul style="list-style-type: none"> Group discussion about fair play. Introduction to Indigenous games. 	<ul style="list-style-type: none"> http://www.fairplayinternational.org/fairplay/the-essence-of-fair-play#.VgiA-pNKJAM http://www.ausport.gov.au/_data/assets/pdf_file/0017/402191/SP_31864_TIG_resource_FINAL.pdf 	<ul style="list-style-type: none"> Understand health impacts for Aboriginal and Torres Strait Islander People.
30 mins		Choose one of the Indigenous games in Yulunga resource	<ul style="list-style-type: none"> Participate in the game, appreciate cross cultural approaches to games and have fun. Yulunga Traditional Educational Games: http://www.ausport.gov.au/_data/assets/pdf_file/0017/402191/SP_31864_TIG_resource_FINAL.pdf 	<ul style="list-style-type: none"> Appreciate cross cultural approaches to games.
5 mins		Facilitated class conversation <ul style="list-style-type: none"> Discuss the game and note the similarities and differences of the game. Consider the importance of games and their impact on health 		<ul style="list-style-type: none"> Appreciate cross cultural approaches to games.

- An alternative could be to set up a number of games stations with various resources and run a circuit so that students can get a broader experience of Aboriginal games.