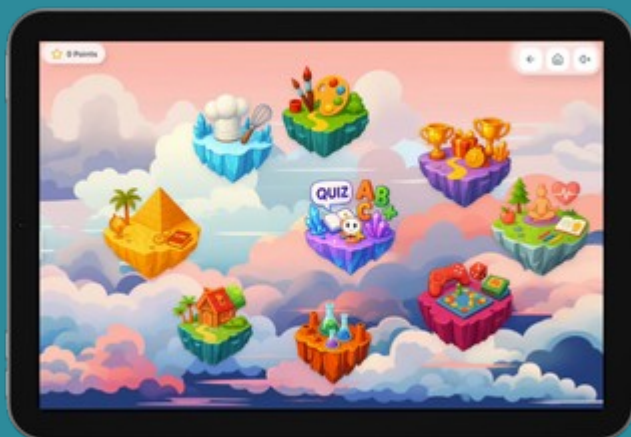




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Relationships, Diversity and Inclusion - Year 3

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Teacher guide

Relationships, Diversity and Inclusion - Year 3

Purpose

Students select, demonstrate and refine relationship skills, then explain actions that value diversity, remove participation barriers and may support wellbeing. Fictional cases let students reason without personal disclosure.

Core route

Teach Lessons 1-8, each planned for 50 minutes. Lessons 1-3 establish respectful action, diversity and barriers. Lessons 4-5 teach strategy selection and feedback refinement. Lesson 6 shows inclusion. Lessons 7-8 collect and complete practical assessment evidence. Essential teaching and assessment finish within this core.

Optional reinforcement

Lessons 9-10 are complete 50-minute lessons that reuse taught ideas in a diversity audit and cooperative game. They introduce no essential assessed learning. Omitting them does not change the core achievement judgement.

Preparation

Review the cases, choose response methods and arrange with partners for private teacher rehearsals. Provide the display pages and relevant case cards. Prepare counter tokens or allow pointing instead of a counter. The game needs no dice, stop score or public ranking. No printing is required during preparation.

Resources and answers

D1-D2 are colour displays; C1 is a two-page eight-card case set; G1 has rules, a six-stop game mat and eight challenge cards. W01-W10 each have a learning page followed by the same layout with red sample responses. Open responses can be sound in several ways; use the printed examples alongside the acceptance criteria in this guide.

Assessment evidence

Collect a specific skill choice and demonstration, an improvement linked to feedback, a feasible barrier-removal action, a likely wellbeing benefit, and a respectful checking/refinement plan. A1 provides two recording pages; R1 has four criteria. The eight-question quiz is a separate editable deck and useful check, rather than the only assessment.

Teaching caution

Do not promise a feeling from an action. Use may or could, relate the proposed benefit to case evidence and whose view is missing. Use trusted-adult support for harm, pressure or repeated exclusion.

Presentation file map

Ten separate complete lesson decks and one quiz

How to use

Open the deck for the planned lesson. Each lesson contains a cover, eight complete teaching/practice/reflection slides and a closing slide. Body slides use a plain, readable sequence: learning, notice, model, practise, apply, check and reflect. The ten filenames below map one-to-one to the plans on the following pages.

Lesson 01 - Respectful relationships

Relationships, Diversity and Inclusion - Year 3 - Lesson 01 - Presentation.pptx

Lesson 02 - Diversity and wellbeing

Relationships, Diversity and Inclusion - Year 3 - Lesson 02 - Presentation.pptx

Lesson 03 - Barriers to participation

Relationships, Diversity and Inclusion - Year 3 - Lesson 03 - Presentation.pptx

Lesson 04 - Select a social skill

Relationships, Diversity and Inclusion - Year 3 - Lesson 04 - Presentation.pptx

Lesson 05 - Refine from feedback

Relationships, Diversity and Inclusion - Year 3 - Lesson 05 - Presentation.pptx

Lesson 06 - Plan inclusion

Relationships, Diversity and Inclusion - Year 3 - Lesson 06 - Presentation.pptx

Lesson 07 - Inclusion assessment

Relationships, Diversity and Inclusion - Year 3 - Lesson 07 - Presentation.pptx

Lesson 08 - Evaluate effects

Relationships, Diversity and Inclusion - Year 3 - Lesson 08 - Presentation.pptx

Lesson 09 - An inclusion audit - measure (Optional)

Relationships, Diversity and Inclusion - Year 3 - Lesson 09 - Presentation.pptx

Lesson 10 - Try an inclusive cooperative game (Optional)

Relationships, Diversity and Inclusion - Year 3 - Lesson 10 - Presentation.pptx

Quiz

Relationships, Diversity and Inclusion - Year 3 - Quiz.pptx. Twenty slides: cover and response guidance; eight questions each followed by an answer/reasoning slide; reflection and closing. Pause before each answer slide to elicit students' reasoning.

Access, safety and differentiation

Maintain the learning expectation; vary the response route

Use a safe fictional context

All cases are invented. Do not require students to reveal their culture, identity, family, health or experiences of exclusion. A student never represents an entire identity group. Avoid disability simulations, blindfolds or restrictions on students' abilities.

Participation choices

Offer speech, writing, drawing with explanation, picture/symbol selection, gestures, communication board or device, dictation, or a private demonstration with the teacher. A willing partner may help. Agree the response route in advance. Read or chunk a case over thinking time and revisit one prompt at a time.

Supported communication

If a student selects a picture or short phrase, check the intended meaning with a neutral follow-up or another choice. Record the learning evidenced and the support used. An adult may scribe the student's explanation without supplying the reason. Familiar communication tools are welcome; public performance is optional.

Keep the concept demanding

Scaffold the language and task access, while still asking for a specific action, relevant case evidence and a reason. Extend through a new case, a remaining barrier, a limitation, or the difference between an assumption and a checked perspective. More handwriting is not the extension.

Consent and adult help

Students may pause, pass on a role, choose to stop or practice. Eye contact is optional. Listen or attend in a comfortable way. Peer negotiation is sufficient for safe shared decisions; threats, pressure, harm or persistent exclusion require trusted-adult support.

Feedback

Describe the observable action. Check the idea; next offer thinking time. Invite a single manageable improvement and try out changed action again. Avoid grading accent, confidence, fluent speech, neatness or use of support.

Evidence standards

The rubric judges understanding/evidence/process, application/explanation, and reflection/responsibility. Supported, selected or demonstrated responses can show the same learning. A written explanation. Optional Lessons 9-10 add formative practice only.

Lesson 1: Respectful relationships

Core lesson - 50 minutes

Learning and success

Choose listening and cooperation actions that strengthen a relationship. Success: I can name and show a helpful action.

Materials

D1; C1, C2 and C7; W01; model-building role cards or paper tokens. Open the matchbox Lesson 01 presentation.

0-5 min - Notice and recall

Read C7 and invite a response before explaining. Ask which action could help Mia and Ali work together. Students may speak, select or draw their idea.

5-15 min - Explicit teaching

Use a fictional model-building disagreement. Show: pause; face; attend in a comfortable way; listen without interrupting; check the idea; invite a contribution. Eye contact is not required. Contrast "Let me finish, then I will listen" with interrupting. Respect does not mean agreeing to unsafe behaviour.

15-30 min - Guided practice

Pairs use C7. One chooses how to contribute; the other repeats the action and checks it. Swap with consent. The teacher gives descriptive feedback on one observable action.

30-40 min - Apply independently

Choose a barrier in C1 or a cooperation reason in C7. Explain or demonstrate two actions, then record on W01 by writing, drawing, dictation or drawing and dictation.

40-45 min - Give feedback

Name one observable useful action or missing reason. Offer one specific feedback point; allow the student to try the change in action. Clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and record evidence

Record the named action and what the student actually did; distinguish "be nice" from a specific invitation or checking sentence.

Support and challenge

Chunk text and allow and offer response or role choices, thinking time, pictures, a communication board, voice or dictation. Keep the concept and evidence expectations.

Challenge: Compare checking an idea with simply agreeing. Explain when an adult should help: repeated exclusion, threats or harm are not a peer negotiation task.

Lesson 2: Diversity and wellbeing

Core lesson - 50 minutes

Learning and success

Explain how valuing different contributions can support belonging and wellbeing. Success: I can connect a valued difference with a benefit.

Materials

D1; C5 and C6; W02; blank role cards. Open the matching Lesson 02 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read the chunk text case, allow thinking time and invite a chosen response method. Revisit one idea from the preceding core learning.

5-15 min - Explicit teaching

Use fictional Jo and Tess. Their different interests are individual choices, not about any culture or gender. Model: different interests -> useful contributions -> valued participation -> possible belonging. Say wellbeing includes feeling safe, supported and connected; do not claim one action guarantees happiness.

15-30 min - Guided practice

Compare C5 and C6. Students identify whose contribution is missed when propose a role that respects that person's choice. Use a sentence stem "Valuing ____ may help because ____."

30-40 min - Apply independently

Use W02 or an equivalent explanation to respect a difference, an inclusive action and a likely effect. No personal identity disclosure or student-as-cultural-representative task.

40-45 min - Give feedback

Name one observable useful action or motivating reason. Offer one specific feedback point; allow the student to try the change in action, clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and present evidence

Record an explanation connecting inclusion and wellbeing, rather than a list of differences alone.

Support and challenge

Chunk text, read aloud, offer response or role choices, thinking time, pictures, a community board, voice or dictation. Keep the concept and evidence expectations. Challenge: Explain why valuing a person can be stronger evidence than guessing a feeling.

Lesson 3: Barriers to participation

Core lesson - 50 minutes

Learning and success

Identify a barrier in an activity or rule and change the activity. Success: I can name the barrier and an access change.

Materials

D2; C3 and C4; W03; fictional poster plan. Open the matching Lesson 03 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read the chunk case, allow thinking time and invite a chosen response method. Revisit one idea from the preceding core learning.

5-15 min - Explicit teaching

Show C3. Locate the barrier in the fast-writing rule, not in Leo. Then use C4 to show the same idea goal with different response ways. Explain that equal respect and opportunities may require different supports. Use the live AHRC source as teacher background. Show an original fictional comparison with a visible Based on footer.

15-30 min - Guided practice

Audit the fictional poster task for response method, thinking time, invitation. Select one barrier and compare two possible changes.

30-40 min - Apply independently

Use W03 to record a rule barrier, an activity that removes it, and a reason. Choose an oral or demonstrated audit if writing would obscure learning.

40-45 min - Give feedback

Name one observable useful action or missing reason. Offer one specific feedback point; allow the student to try the change action; clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and present evidence

Observe whether the student locates a problem in the environment/rule and explains participation rather than trying to change a person.

Support and challenge

Chunk text and allow and offer response or role choices, thinking time, pictures, a communication board, voice or dictation. Keep the concept and evidence expectations.

Challenge: Compare more thinking time with another response method; explain when both might be needed.

Lesson 4: Select a social skill

Core lesson - 50 minutes

Learning and success

Select and demonstrate a listening, invitation or negotiation skill for a need. Success: I can match a skill to a situation and check understanding.

Materials

C7 and C8; W04; three role-choice cards. Open the matching Lesson 04 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read the chunk of case, allow thinking time and invite a chosen response method. Revisit one idea from the preceding core learning.

5-15 min - Explicit teaching

Use the competing tester roles in C7. Model negotiation: ask what matters; invite the largest workable choices; agree; check understanding. Agreement must respect each person's choice and safety. Asking an adult is appropriate if pressure, harm or persistent exclusion occurs.

15-30 min - Guided practice

Pairs or teacher-student rehearsals choose roles using break, pressure or refusal. A third willing student may observe one skill; no compulsory public performance.

30-40 min - Apply independently

Choose C7 or C8. Explain which skill fits the need and show two lines of a safe conversation on W04 or in a private demonstration.

40-45 min - Give feedback

Name one observable useful action or missing reason. Offer one specific feedback point; allow the student to try the changed action or clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and collect evidence

Record a justified skill choice and check for understanding; assess strategy, not confidence or fluent speech.

Support and challenge

Chunk text, read aloud, offer response or role choices, thinking time, pictures, a communication board, voice or dictation. Keep the concept and evidence expectations.

Challenge: Explain why negotiation is unsuitable for a threat or unsafe request; choose trusted-adult support in need.

Lesson 5: Refine from feedback

Core lesson - 50 minutes

Learning and success

Use specific feedback to improve one relationship skill. Success: I can show what changed and why it helps.

Materials

C7 and C8; W05; feedback sentence cards. Open the matching Lesson 05 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read the chunk in the case, allow thinking time and invite a chosen response method. Revisit one idea from a previous lesson, linking core learning.

5-15 min - Explicit teaching

First use the vague line "You do it." Ask what is unclear. Feedback: "Offer a choice and ask what works." Refine to "Would you like to draw or explain? Which works for you?" Demonstrate only the changed skill again; do not restart all previous work.

15-30 min - Guided practice

Partners offer one descriptive feedback point on the chosen: "You offered a choice; allow more thinking time." Students may choose feedback from a teacher instead.

30-40 min - Apply independently

Use W05 to capture before, feedback, after and reason. Rehearse the changed wording in the same fictional case.

40-45 min - Give feedback

Name one observable useful action or missing reason. Offer one specific feedback point; allow the student to try the changed action or clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and collect evidence

Record a visible improvement linked to the feedback. Do not assess polish, accent, handwriting or unsupported confidence.

Support and challenge

Chunk text, read aloud, offer response or role choices, thinking time, pictures, a communication board, voice or dictation. Keep the concept and evidence expectations.

Challenge: Explain one part of the refined sentence, such as needing more response time or another role choice.

Lesson 6: Plan inclusion

Core lesson - 50 minutes

Learning and success

Propose a feasible inclusion action and explain its likely effect. Success: I can connect a barrier, a change and a wellbeing benefit.

Materials

C1-C6 and C8; W06; D2. Open the matching Lesson 06 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read chunk text case, allow thinking time and invite a chosen response method. Revisit one idea from the preceding core learning.

5-15 min - Explicit teaching

Compare an ineffective response "Everyone should try harder" with opening up roles or accepting more response ways. Model a feasible plan: barrier -> exact change -> how helps -> possible benefit -> check. An action may support wellbeing, does not guarantee a feeling.

15-30 min - Guided practice

Groups compare two actions for the poster or club card. Ask what contribution each action invites and what might still prevent access.

30-40 min - Apply independently

Use W06 to propose one practical change. Include who will carry it out and how to check it with participants. Keep the scenario fictional.

40-45 min - Give feedback

Name one observable useful action or missing reason. Offer one specific feedback point; allow the student to try the changed action or clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and collect evidence

Record a concrete action, a reason and likely benefit, plus a feasible checking step.

Support and challenge

Chunk text, read aloud and invite response or role choices, thinking time, pictures, a communication barrier choice or situation. Keep the concept and evidence expectations.

Challenge to clarify or possible remaining barrier and refine the plan without replacing the person's choice.

Lesson 7: Inclusion assessment

Core lesson - 50 minutes

Learning and success

Demonstrate a refined relationship strategy and propose a reasoned inclusion action. Success: I can show the skill, use feedback and explain an action.

Materials

W07; A1 pages 1-2; R1; fictional welcome-club scenario. Open the matching Lesson presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read each with the case, allow thinking time and invite a chosen response method. Revisit one idea from the previous core learning.

5-15 min - Explicit teaching

Use a different brief example to demonstrate the assessment structure without using the exact transfer-case answer. Show an invitation, feedback about thinking time, a refined invitation and an action proposal with a reason. Explain that communication supports are allowed and do not lower the learning expectation.

15-30 min - Guided practice

Students plan a skill and response method. Rehearse once, receive one feedback point and refine the action. The teacher checks task understanding before independent evidence.

30-40 min - Apply independently

Use the assessment welcome-club variant. Apply leadership, fast-written ideas and one required task. Demonstrate a refined skill privately with a willing partner; propose a change and explain the likely wellbeing impact. Record on A1 or equivalent teacher evidence.

40-45 min - Give feedback

Name one observable useful action, missing reason. Offer one specific feedback point; allow the student to try the changed action or clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and collect evidence

Collect both relationship demonstration/refinement and reasoned inclusion action. Complete any missing check in Lesson 8 within the core.

Support and challenge

Churn text, read aloud and offer response or role choices, thinking time, pictures, a communication board/device or dictation. Keep the concept and evidence expectations. Challenge to retain a remaining limitation and one adjustment that would preserve the shared purpose and people's choices.

Lesson 8: Evaluate effects

Core lesson - 50 minutes

Learning and success

Use supplied feedback to evaluate and refine an inclusion action. Success: I can explain what worked, what is missing and one improvement.

Materials

C4 and C8; W08; AI conference record; simulated feedback. Open the matching Lesson 08 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read each with a case, allow thinking time and invite a chosen response method. Revisit one idea from the previous core learning.

5-15 min - Explicit teaching

Use fictional feedback: "Speaking helped me share an idea, but I needed more thinking time." Separate the observed benefit from the remaining barrier. Model adding thinking time and asking about other response choices. State this is fictional feedback, not a class survey or a guaranteed feeling.

15-30 min - Guided practice

Groups evaluate the same action against two feedback comments. Ask whose voice is absent before assuming the plan worked for everyone.

30-40 min - Apply independently

Use W08 or a conference to refine one action with outstanding assessment evidence for both contributions by the end of this core lesson.

40-45 min - Give feedback

Name one observable useful action or missing reason. Offer one specific feedback point; allow the student to try the changed action or clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and collect evidence

Record an evidence-linked decision and a checking plan. Final assessment reflects both strategy refinement and capacity for wellbeing reasoning.

Support and challenge

Chunk time, read aloud to offer response or role choices, thinking time, pictures, a communication board/device or dictation. Keep the concept and evidence expectations.

Challenge: Compare feedback from one person with evidence from several willing participants; explain how assumptions remain limited.

Lesson 9: An inclusion audit in miniature

Optional reinforcement - 50 minutes

Learning and success

Apply already-taught barrier-removal skills to a small fictional activity plan. Success: I can redesign a feature and explain its benefit.

Materials

W09; C3, C4 and C8; paper plan for a model-making station. Open the matching Lesson 09 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read each with the case, allow thinking time and invite a chosen response method. Revisit one idea from the previous core learning.

5-15 min - Explicit teaching

Revisit fast writing as an environmental/activity barrier. Model moving instruction to an easy-to-reach view and offering read-aloud or picture choices as a functional variation. Keep the same task purpose. This is optional transfer of already-taught ideas, not new assessed content.

15-30 min - Guided practice

Audit a paper plan for a model-making station. Model disabling simulation blindfolds or restriction of students' abilities. Compare access features through discussion and diagram inspection.

30-40 min - Apply independently

Redesign one feature on W09 or explain it to the teacher. Connect it to a participation benefit and a respectful checking question.

40-45 min - Give feedback

Name one observable useful action or missing reason. Offer one specific feedback point; allow the student to try the change or action. Clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and present evidence

Optional formative feedback only; do not change the core assessment result because this lesson is omitted.

Support and challenge

Chunk text and aloud and offer response or role choices, thinking time, pictures, a communication board, voice or dictation. Keep the concept and evidence expectations.

Challenge: Explain one remaining barrier and a feasible alternative without adding compulsory core evidence.

Lesson 10: Try an inclusive cooperative game

Optional reinforcement - 50 minutes

Learning and success

Apply familiar participation choices during a safe cooperative discussion game. Success: I can use a role choice and suggest an access improvement.

Materials

G1 rules, board and challenge cards; C1-C8; W10; large counters or pointing. Open to matching Lesson 10 presentation.

0-5 min - Notice and recall

Use the relevant fictional case and invite a response before explaining. Read each with the case, allow thinking time and invite a chosen response method. Revisit one idea from the previous core learning.

5-15 min - Explicit teaching

Demonstrate one G1 turn with a selectable reader, idea-sharer, question-asker or checker role. A role may be spoken, pointed to or supported. One student can hold more than one role; a teacher can read. The goal is a reasoned shared response, not speed or winning.

15-30 min - Guided practice

Groups try a short round. Each person chooses participation and role choice or change a role. No student is asked to imitate a disability or represent an identity group.

30-40 min - Apply independently

Use W10 or discussion to record a choice that worked and one improvement. Try only the agreed change in a second short round.

40-45 min - Give feedback

Name one observable useful action or moving reason. Offer one specific feedback point; allow the student to try the change or action. Clarify the reason. Keep the evidence attributable to the student.

45-50 min - Reflect and share evidence

Optional formative reflection only; no compulsory content, public ranking or assessment penalty for omission.

Support and challenge

Chunk text and allow and offer response or role choices, thinking time, pictures, a communication board, voice or dictation. Keep the concept and evidence expectations.

Challenge: Compare two role arrangements and justify the one that offers useful participation choices.

G1 teacher response guide

Choose, Explain and Check - accept reasoned alternatives

Play and check

Use the G1 rules, mat and eight cards with C1-C8. Use 2-4 students or a student with a teacher. Choose reader, idea-sharer, question-asker and checker roles; roles can be combined or supported. Move through Notice, Ask, Compare, Explain, Apply and Reflect, then return to Notice. After a card, ask for the action and its reason. Agree whether the response meets the criteria below; revise if needed. The shared goal is useful reasoning, with no speed score or timing requirement.

Card 1 - C1

Locate the barrier in the boys-only leadership rule. A sound change opens leadership to students who choose it and negotiates roles. Accept other feasible access changes with case-linked reason; reject changing Mia to fit the rule.

Card 2 - C2

Open role choices allow willing students to contribute instead of being excluded by gender. Accept a case-linked explanation that valued participation by support belonging. Do not assume the change guarantees a feeling; check with participants.

Card 3 - C3/C4

The fast-writing rule blocks useful ideas. Accept spoken, drawn, selected or supported contributions and thinking time. Explain how the change fits the shared idea goal.

Card 4 - C5/C6

Different interests can add valued contributions such as plant drawing and mapping. Explain a possible belonging or connection benefit, without claiming a guaranteed feeling.

Card 5 - C7

Show a negotiation line matched to competing tester roles, such as Could we take turns? Then check Does that work for you? Accept another specific, safe agreement; require respect for both choices.

Card 6 - C8

Improve an invitation with useful response choices and ask what works, for example Would you like to speak, draw or point? Accept thinking time. Accept other specific choices that fit the case.

Card 7 - Concept check

No. Fair negotiation can use different methods or supports while keeping a shared purpose. Accept reasoned examples such as spoken, drawn or selected ideas; reject identical-method rule as the definition of inclusion.

Card 8 - Concept check

No. One person never represents an entire culture. Respect a person's choice about sharing and use reliable sources to learn about a culture. Accept another respectful alternative that avoids compelled disclosure or generalising from an individual.

Feedback boundary

Use a question such as Which rule is the barrier? or How would you check that? Accept different specific, safe, feasible answers supported by the case. Do not mark only the printed sample correct or require personal experiences. Adult support replaces peer negotiation for unsafe situations.

Practical assessment guide

A1 and R1 - complete within Lessons 7-8

Transfer task

Read the A1 welcome-club scenario: a model park, boys-only leadership, quickly written ideas and one required task. Students choose and show a relationship skill, use one feedback point to refine it, and propose a feasible inclusion action. They explain a likely belonging/wellbeing effect and a checking/refinement step.

Before collecting evidence

Explain the rubric in plain language. Model the task structure with a different short example. Plan the response route; read prompts aloud if helpful. A1 may be written or drawn. Encourage students to record an oral, selected, supported or private demonstrated response. A teacher records what the student actually showed or explained.

Demonstration and refinement

Observe a specific listening, invitation or negotiation action. Provide one descriptor, one feedback point and allow a revised attempt. Record both the first action and the improvement attributable to that feedback. A planned sentence alone can support evidence, but also elicit a demonstration, enactment or supported selection/check that shows the skill in use.

Inclusion explanation

Ask for the barrier in the rule or activity, the exact proposed change, a case-linked likely benefit and a way to check it. A sound response might open leadership choices or accept more response methods, then ask whose participation is still missing. Accept other feasible proposals with relevant reasons. Do not supply the student's explanation.

Evidence to retain

Use A1 page 1 for the skill, feedback/refinement and, on page 2 for the barrier-removal reason, likely effect and checking plan. Record observation details and response method in the teacher box. Apply all four R1 criteria using the whole evidence set, rather than handwriting or communication fluency.

Achievement anchors

Sound contribution to remove the barrier and a specific skill; a demonstrated action improved with feedback; a feasible change and likely benefit; a respectful check. Transfer with reasons: justify the refined strategy with evidence, explain a limitation or remaining barrier, and seek a missing perspective to improve the plan. Important gap identifies the next learning needed, rather than a behavioural gap.

Core completion and feedback

Use Lesson 8 conferences to complete any missing demonstration, explanation or check. Give one comment per next step linked to a criterion. Essential evidence does not wait for optional Lessons 9-10. The guide provides supplementary concept and transfer checks; it does not replace the practical skill evidence.

Key ideas

Year 3

Relationships, Diversity and Inclusion

Relationship

How people connect and treat each other.



Diversity

Different interests, experiences and ways of doing things.



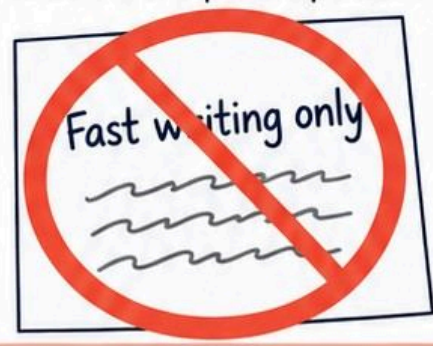
Inclusion

Removing barriers so people can take part and feel welcome.



Barrier

Something in a rule, place or activity that blocks participation.



Negotiation

Listening and working towards an agreement that respects each person.



Wellbeing

Feeling safe, supported and connected.



Different people.
Great ideas together!

Fair ways to participate

Year 3 - Fictional worked example

More ways to join in helps everyone!

Question

Does inclusion mean everyone uses exactly the same method?



There can be more than one way!

Evidence

The same group, two different posters.

Before: Only fast writing counts

After: Can draw or use supported communication



Explanation

No. Different ways or supports can remove a barrier. The shared goal is to contribute an idea.

Ask what works.
Do not guess how someone feels.



Fictional case cards

Year 3 - Cut apart or discuss together

C1 The building group

Mia wants to lead a model-building group. A rule says, "Only boys can lead."

What barrier does this rule create?



C2 Leadership choices

The group opens leadership to everyone. Students choose roles and may take turns.

How does this help people belong?



C3 The fast poster

Leo has useful ideas. The teacher says, "Everyone must write quickly to contribute."

What could the group change?



C4 Ways to share

The group offers speaking, drawing and supported communication. A partner can record an idea.

Why are different ways fair?



Fictional case cards

Year 3 - Cut apart or discuss together

C5 | One-interest club

Jo likes drawing plants. Tess likes making maps. A rule says, "The best club members all like the same things."

What is missing?



C6 | Different contributions

The club welcomes drawing, mapping and checking labels. Each student chooses a helpful role.

How can different roles help the group?



C7 | Two students, one role

Mia and Arlo both want to test the model. Mia asks, "What matters to you?" They agree to take turns and check the model.

Which skills helped?



C8 | Check the invitation

The leader asks, "You can speak, draw or point to share. Which way works for you?" The group checks who still needs a choice.

Why ask?



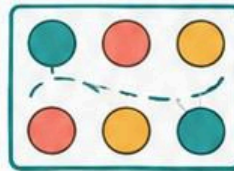
Choose, Explain and Check

Cooperative game - Rules



2-4 students, or a partner and teacher

You need:



the six-stop mat, challenge cards, case cards and a large counter/pin

- 1 Choose a card and a comfortable role.
 - 2 Notice the case. Ask what matters.
 - 3 Compare actions and explain one choice.
 - 4 Apply the action. Ask a respectful question.
 - 5 Check your reason with the teacher criteria. Reflect.
- ✓ There is no race, elimination or scored score.
 - 💬 Speak, draw, point, use a communication board/device, or ask a partner for help.
 - ⏸ You can pause, pass for now or change a role.

Make healthy choices.
Be respectful.
Find what works together.



A word to turn

Card 3:

The fast-writing rule is the barrier. Offer speaking or drawing and thinking time. Ask: Which way works for you?



Choose, Explain and Check

Six-stop discussion mat



Point or use a large counter. Move at your own pace.

Kind
Choices
Stronger
Groups

Challenge cards

Choose, Explain and Check

Everyone
Belongs

1 C1

What barrier does the boys-only leadership rule create? Choose a change.



2 C2

Explain how open role choices could support belonging.



3 C3-C4

Name the fast-writing barrier. Explain a fair access change.



4 C5-C6

How could offering different interests help the club? Give a reason.



5 C7

Show a negotiation line and a check for understanding.



6 C8

Improve an invitation by offering a useful choice.



7 Check

Does inclusion mean everyone uses the same method? Explain.



8 Check

Can one student speak for an entire culture? Explain a respectful alternative.



Respectful relationships

Year 3 - W01

Name: _____

Use C1 and C7. All cases are fictional.



1. Notice: Which action could help the model-building group?

2. Record: Write or draw two specific listening or communication actions.

3. Explore: How could one action strengthen the relationship?

You may speak, draw, point, use a device or dictate.

Respectful relationships

Year 3 - W01

Name: ANSWERS One possible response

Use C1 and C7. All cases are fictional.



1. Notice: Which action could help the model-building group?

Listen without interrupting and check the idea.

2. Record: Write or draw two specific listening or communication actions.

Invite a contribution; ask whether taking turns is possible.

3. Explore: How could one action strengthen the relationship?

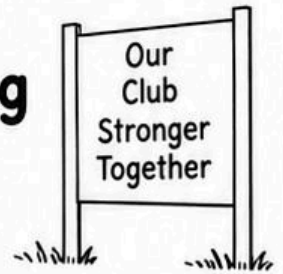
Checking understanding can help both students feel heard.

You may speak, draw, point, use a device or dictate.



Diversity and wellbeing

Year 3 - W02



Name: _____

Use C5 and C6. All cases are fictional.

1. Notice: Which different contributions could the club value?

2. Record: Show a difference, an action that values it and a likely benefit.

3. Explain: How could this help belonging or wellbeing?

You may speak, draw, point, use a device or dictate.



Diversity and wellbeing

Year 3 - W02



Name: **ANSWERS** One possible response Use C5 and C6. All cases are fictional.

1. Notice: Which different contributions could the club value?

Jo draws plants; Tess makes maps.

2. Record: Show a difference, an action that values and a likely benefit.

Give both a chosen useful role in planning the garden.

3. Explain: How could this help belonging or wellbeing?

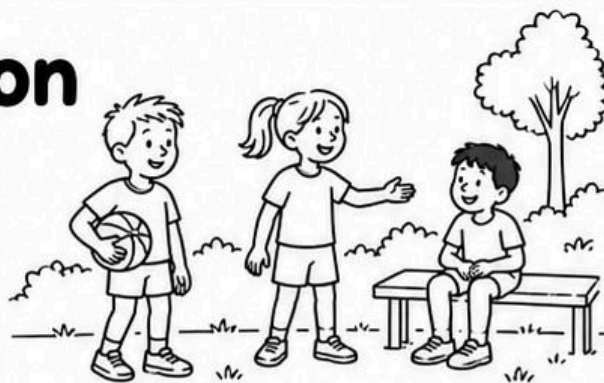
Both ideas matter; this may help students feel connected. Ask what worked.

Barriers to participation

Year 3 - W03

Name: _____

Use C3 and C4. All cases are fictional.



1. Notice: Name the barrier in the poster activity.

2. Record: Show the rule before and an access change after.

3. Explain: Why can different ways be fair?



You may speak, draw, point, use a device or dictate.

Barriers to participation

Year 3 - W03

Name: **ANSWERS** One possible response

Use C3 and C4. All cases are fictional.



1. Notice: Name the barrier in the poster activity.

Only fast-written ideas are accepted.

2. Record: Show the rule before and an access change after.

Before: fast writing only.

After: speaking, drawing or supported communication, with thinking time.

3. Explain: Why can different ways be fair?

The shared idea goal stays; different ways remove the barrier.



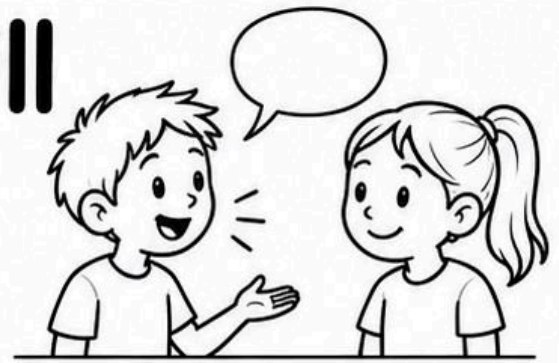
You may speak, draw, point, use a device or dictate.

Select a social skill

Year 3 - W04

Name: _____

Use C7 and C8. All cases are fictional.



1. Notice: Choose a relationship need and a fitting skill.

2. Record: Show two lines of a safe fictional conversation.

3. Explain: Why does your chosen skill fit?

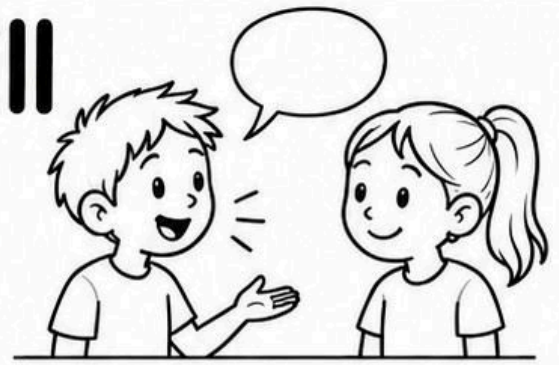
You may speak, draw, point, use a device or dictate.

Select a social skill

Year 3 - W04

Name: **ANSWERS** One possible response

Use C7 and C8. All cases are fictional.



1. Notice: Choose a relationship need and a fitting skill.

C7: both want to test. Choose negotiation.

2. Record: Show two lines of a safe fictional conversation.

"What matters to you?" "Could we take turns? Does that work?"

3. Explain: Why does your chosen skill fit?

It listens to both views and checks a workable agreement.

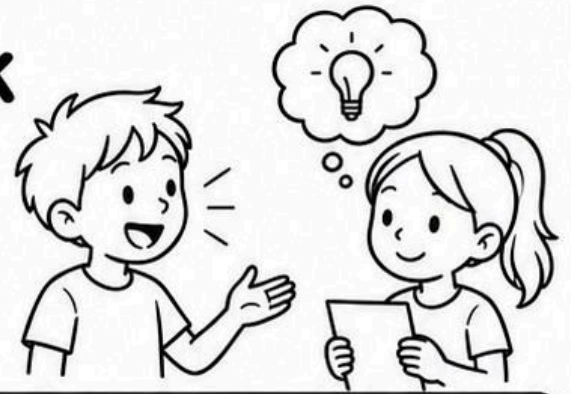
You may speak, draw, point, use a device or dictate.

Refine from feedback

Year 3 - W05

Name: _____

Use C8. All cases are fictional.



1. Notice: The first wording is “You do it.” Feedback: “Offer a choice.”

2. Record: Write or show your improved invitation

3. Explain: What changed, and why does it help?

You may speak, draw, point, use a device or dictate.

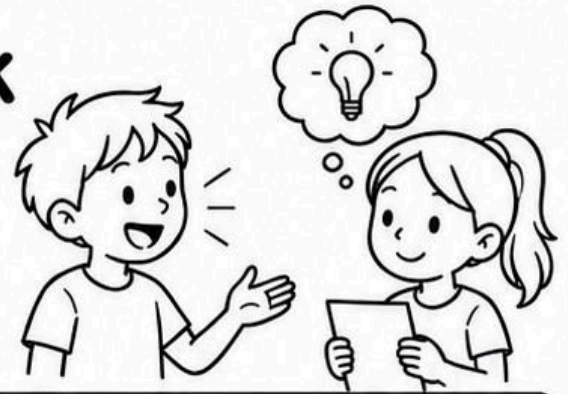
Refine from feedback

Year 3 - W05

Name: **ANSWERS**

One possible response

Use C8. All cases are fictional.



1. Notice: The first wording is “You do it.” Feedback: “Offer a choice.”

The first wording offers no clear choice.

2. Record: Write or show your improved invitation

“Would you like to draw or explain? Which works for you?”

3. Explain: What changed, and why does it help?

It offers two useful ways and checks the person's choice.

You may speak, draw, point, use a device or dictate.

Plan inclusion

Year 3 - W06

Name: _____

Use C1-C6 and C8. All cases are fictional.



1. Notice: Choose and name one participation barrier.

2. Record: Plan a change, who will help and how to check it.

3. Expect: What likely wellbeing benefit could follow?

You may speak, draw, point, use a device or dictate.

Plan inclusion

Year 3 - W06

Name: ANSWERS One possible response

Use C1-C6 and C8. All cases are fictional.



1. Notice: Choose and name one participation barrier.

C3: only fast writing counts.

2. Record: Plan a change, who will help and how to check it.

The leader offers spoken, drawn or selected ideas.
Ask if time and choices worked.

3. Expect: What likely wellbeing benefit could follow?

More contributions may be valued, supporting belonging.
The effect needs checking.

You may speak, draw, point, use a device or dictate.

Inclusion assessment plan

Year 3 - W07

Name: _____

Use C1, C3 and C8. All cases are fictional.

Welcome-club rules: only boys lead; ideas must be written quickly; everyone does one task.



1. Notice: Choose a skill and barrier in the welcome-club case.

2. Record: Plan your skill, feedback, refinement and inclusion action.

3. Explain: How could the action help participation and wellbeing?

You may speak, draw, point, use a device or dictate.

Inclusion assessment plan

Year 3 - W07

Name: ANSWERS One possible response

Use C1, C3 and C8. All cases are fictional.

Welcome-club rules: only boys lead; ideas must be written quickly; everyone does one task.



1. Notice: Choose a skill and barrier in the welcome-club case.

Use an invitation skill; change the fast-writing rule.

2. Record: Plan your skill, feedback, refinement and inclusion action.

Offer spoken or drawn ideas. Feedback: allow thinking time. Pause and check.

Accept several response ways.

3. Explain: How could the action help participation and wellbeing?

A choice can remove the barrier and value more ideas. Ask what works.

You may speak, draw, point, use a device or dictate.

Evaluate effects

Year 3 - W08

Name: _____

Use C4 and C8. All cases are fictional.



1. Notice: Fictional feedback: "Speaking helped, but I needed more thinking time."

2. Record: Show what worked, the remaining barrier and one improvement.

3. Explain: Whose voice should be checked before deciding it worked for all?

You may speak, draw, point, use a device or dictate.

Evaluate effects

Year 3 - W08

Name: **ANSWERS**

One possible response

Use C4 and C8. All cases are fictional.



1. Notice: Fictional feedback: "Speaking helped, but I needed more thinking time."

Speaking offered a useful response way.

2. Record: Show what worked, the remaining barrier and one improvement.

The timing barrier remains. Keep choices and add thinking time.

3. Explain: Whose voice should be checked before deciding it worked for all?

Ask other willing participants, including anyone whose contribution is missing.

You may speak, draw, point, use a device or dictate.

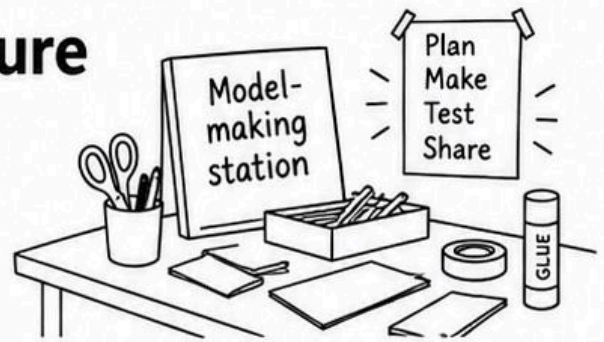
An inclusion audit in miniature

Year 3 - W09 - Optional reinforcement

Name: _____

Use C3, C4 and C8. All cases are fictional.

Model-making station: only fast-written ideas count; instructions are shown in one place.



1. Optional: Notice a barrier in the fictional model-making station.

2. Record: Draw or explain one changed feature of the station.

3. Explain: How will you check that your change helps?

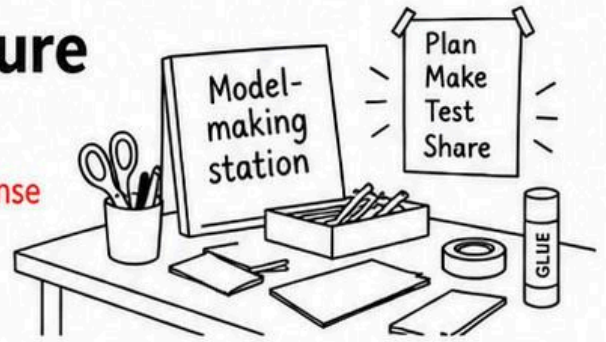
You may speak, draw, point, use a device or dictate.

An inclusion audit in miniature

Year 3 - W09 - Optional reinforcement

Name: ANSWERS One possible response

Use C3, C4 and C8. All cases are fictional.



Model-making station: only fast-written ideas count; instructions are shown in one place.

1. Optional: Notice a barrier in the fictional model-making station.

Fast writing is the only accepted way.

2. Record: Draw or explain one changed feature of the station.

Offer spoken, drawn or selected ideas and read aloud or picture instructions.

3. Explain: How will you check that your change helps?

Ask what response way and thinking time work. Check for a remaining barrier.

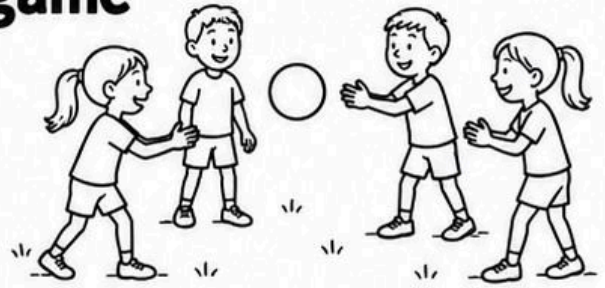
You may speak, draw, point, use a device or dictate.

Try an inclusive cooperative game

Year 3 - W10 - Optional reinforcement

Name: _____

Use G1 and C8. All cases are fictional.



1. Optional: Notice a role choice that helped in the game.

2. Record: Show one access improvement and what happened after trying it.

3. Explain: What evidence supports keeping the change?

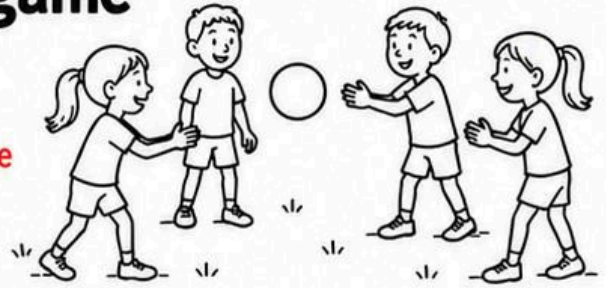
You may speak, draw, point, use a device or dictate.

Try an inclusive cooperative game

Year 3 - W10 - Optional reinforcement

Name: ANSWERS One possible response

Use G1 and C8. All cases are fictional.



1. Optional: Notice a role choice that helped in the game.

Example: a teacher read the card while I pointed to a choice.

2. Record: Show one access improvement and what happened after trying it.

Sample only: the group allowed more thinking time and each person shared an idea.

3. Explain: What evidence supports keeping the change?

The observed participation supports keeping the pause. Your own observation may differ.

You may speak, draw, point, use a device or dictate.

Quiz guide and answer anchors

Eight questions - use the separate editable quiz deck

Response and interpretation

Ask each question before showing its answer slide. Allow spoken, pointed, drawn, written, supported or dictated responses and thinking time. Questions 1-2 check core concepts; 3-6 check case reasoning and skills; 7-8 transfer to a new situation. Ask for reasons where prompted. Use this check to identify further teaching, alongside the practical assessment.

Question 1 - Does inclusion mean everyone uses exactly the same method?

No. Different supports or ways to participate can offer fair access. The shared learning goal can stay the same.

Question 2 - Is one student responsible for explaining an entire culture?

No. People choose what to share. Use reliable sources; an individual may represent an entire culture.

Question 3 - C3 accepts only fast-written ideas. Where is the barrier?

The fast-writing rule is the barrier. Change the rule to accept spoken, drawn or supported responses and allow thinking time.

Question 4 - C7 has two students wanting one tester. Which will fit and what could you say?

Negotiation fits: ask what matters, listen, suggest turns and check for agreement. Example: "Could we take turns? Does that work for you?"

Question 5 - Feedback says, "Offer a choice." How could you improve "You do it"?

Offer useful ways and ask what works. Example: "Would you like to draw or explain? Which works for you?" Accept other respectful, specific choices.

Question 6 - C6 values drawing and mapping. How might this support wellbeing?

Both contributions are useful and valued. This may help students feel connected and included. Ask for feedback instead of assessing feelings.

Question 7 - A new class rule is one time for every response. A student asks for thinking time.

What change would you propose and why?

Allow flexible thinking time and agreed ways to respond. This removes a timing barrier while keeping the shared contract. Check whether it helps.

Question 8 - A peer says a new invitation helped. Can the group conclude it helped everyone? Explain a new step.

No. One view is limited evidence. Ask willing participants whose ideas are missing and offer a private supported response. Refine the action using that feedback.

Teacher background and credit

The original access explanation draws on public factual ideas in the Australian Human Rights Commission's classroom resources on equality and equity (humanrights.gov.au). No source image, worksheet or distinctive figure is reproduced. Visible credit appears on D2, the relevant Lesson 3 slide and Quiz Answer 1.

Assessment: Plan and demonstrate

Relationships, Diversity and Inclusion - Year 3

Name: _____

A welcome club plans a model park.
Only boys can lead.
Ideas must be written quickly.
Everyone does the same task.



Show a relationship skill, improve it from feedback and propose an inclusion action.

1. Choose a skill. Show or plan what you will say or do.

2. Record one feedback point. Show your improved action.

Feedback:

Improved action:

3. Name a barrier. Propose a feasible inclusion action.

Speak, draw, write, point, use a device or dictate. You may demonstrate privately with a teacher.

Assessment: Explain and evaluate

Year 3 - Student response and teacher conference record

Name: _____

Use your welcome-club proposal from the first assessment page.

1. Explain how your action removes a barrier.



2. Explain a likely effect on belonging or wellbeing. Use the case evidence.



3. Whose view is missing? How would you check the effect and refine the action?



Teacher record

- ☐ Specific relationship skill observed _____
- ☐ Feedback used to refine the skill _____
- ☐ Barrier-removal action and reason explained _____
- ☐ Likely wellbeing effect and checking step explained _____

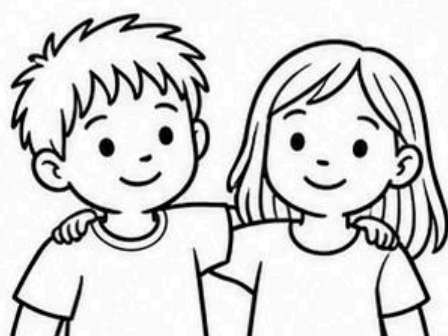
Record the response method used. Communication support does not lower the achievement level.

Relationships, Diversity and Inclusion

Year 3 assessment rubric

Student: _____

Date: _____



Different
people.
Stronger
together.



Kind
Choices
Include
Everyone

Criterion	Important gap	Sound contribution	Contribution with reasons
Understanding	Does not yet identify the relevant barrier or helpful skill.	Identifies a barrier and a specific relevant skill separately.	Explains a new case and a meaningful remaining barrier.
Evidence and process	Action or refinement is not yet shown or linked to feedback.	Demonstrates a skill and improves action using feedback.	Justifies a refined strategy using feedback and case evidence.
Application and explanation	Proposal is unclear or its likely benefit is unexplained.	Proposes a feasible access change and explains a likely wellbeing benefit.	Justifies the change, benefit and a practical limitation.
Reflection and responsibility	Does not yet check with others or explain next step.	Plans a respectful check and improvement; respects choices.	Identifies a missing perspective and refines the plan responsibly.

Judge the learning shown, not speech fluency, confidence, handwriting or use of support.

Spoken, written, selected, supported and demonstrated responses may show the same learning.

Evidence / next step:

No grade based on neatness, behaviour compliance or personal disclosure.

PREVIEW

Lesson 1

Respectful relationships



Our learning

We are learning actions that strengthen relationships

I can listen, check an idea and invite contribution

You may speak, point, draw or use a communication board.

PREVIEW

Notice the group

Fictional case C7: Mia and Arlo both want to test the model.

What could help them work together?

Choose one action before we discuss

PREVIEW

Listening actions

Pause and give thinking time.

Attend in a comfortable way; eye contact is optional.

Listen without interrupting.

Check: "Have I understood your idea?"

PREVIEW

A worked example

Mia: "I heard you want to test first. Is that right?"

Arlo: "Yes. Then you can test."

Mia: "Let us check that both turns work."

PREVIEW

Practise together

Use C7 with a partner or teacher.

Choose how to respond.

Try listening and checking the idea.

Swap roles only if both choose to.

PREVIEW

Apply your choice

Look at C1 or C7.

Choose two helpful actions.

Show or explain what you would say or do.

Use W01 to record your reasoning.

PREVIEW

Check the action

"Be nice" is a start, but what will you do?

Name a specific listening or cooperation action.

Explain how it helps someone take part.

PREVIEW

Reflect

Which action did you use?

What did you notice after using it?

Next time, what will you keep or improve?

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 2

Diversity and wellbeing



Our learning

Diversity includes different interests, experiences and ways to contribute.

I can explain how valuing differences may help someone feel connected.

PREVIEW

Notice two interests

Fictional case C5: Jo likes drawing plants. Ted likes making maps.

The club expects everyone to like the same thing.

Whose useful ideas might be missed?

PREVIEW

Belonging and wellbeing

A person can feel welcome when their contribution is valued.

Wellbeing includes feeling safe, supported and connected.

Ask what helps; do not guess how a person feels.

PREVIEW

A worked connection

C6: Jo draws plants and Tess maps the garden.

Both ideas help the club plan.

Valuing both contributions may help both students feel they belong.

PREVIEW

Compare together

Compare the rules in C5 and C6.

What changed?

How could that change support participation?

Use the case as evidence

PREVIEW

Make a connection

On W02, choose a difference from C5 or C6

Plan an action that values it.

Explain a likely benefit.

You may draw and explain, speak or dictate.

PREVIEW

A respectful limit

One student never speaks for an entire culture or group.

People choose what to share.

Use reliable sources for cultural information.

PREVIEW

Reflect

Complete: "Valuing different contributions may help
because ..."

How could we check whether our action helped?

PREVIEW

PREVIEW

Well Done!



Lesson 3

Barriers to participation

PREVIEW



Our learning

A barrier is something in a rule, place or activity that blocks participation.

I can change a barrier so everyone can take part.

PREVIEW

Find the barrier

C3 says everyone must write quickly.

Leo has ideas but needs another way to share.

Is the barrier Leo, or the rule?

PREVIEW

Fair ways to participate

Everyone deserves respect and opportunities.

People may need different ways or supports to take part.

Keep the shared learning goal; change the carrier.

PREVIEW

Based on: Australian Human Rights Commission – Equality and equity (humanrights.gov.au)

Compare the activity

C3: only fast writing is accepted.

C4: students may speak, draw or use supported communication.

The group still comes to a decision. The response choices change.

PREVIEW

Audit together

Check: How can ideas be shared?

Check: Is there thinking time?

Check: Who has been invited?

Choose one barrier to change.

PREVIEW

Plan an access change

Use W03 with C3 and C4.

Name the barrier, propose a change and explain the benefit.

A partner may record user explanation.

PREVIEW

Check the reason

Does your change help someone participate?

Does it keep the useful purpose of the activity?

Ask the person what works instead of assuming.

PREVIEW

Reflect

Finish: "The barrier was ... We could change ..."

Different supports can be fair.

We remove barriers, rather than trying to change people.

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 4

Select a social skill



Our learning

Choose a skill that fits the need.

Listening, inviting and negotiating can strengthen relationships.

I can check that I understand someone.

PREVIEW

Which need?

C7: two students want the same model-testing role.

C8: a student needs a comfortable way to share.

Which skill fits each situation?

PREVIEW

Negotiation steps

Ask what matters. Listen.

Suggest choices that respect both people.

Agree on a workable plan.

Check: "Does this plan work for you?"

PREVIEW

A worked dialogue

Mia: "What matters to you about testing?"

Arlo: "I want to see if the bridge holds."

Mia: "We could test in turns. Does that work?"

PREVIEW

Rehearse safely

Choose a fictional case and response way.

Practise the skill with a partner or teacher.

You may observe first or use role choice cards.

No touching or personal stories are required.

PREVIEW

Choose and explain

On W04, name the need and your chosen skill.

Write, dictate or show two useful lines.

Explain why the skill fits.

PREVIEW

Check understanding

Repeat the idea in your own words.

Ask whether you understood it.

Respect a changed choice.

Get adult help for harm or pressure.

PREVIEW

Reflect

What need did your skill address?

How did you check the other person's meaning?

What could you try if the plan did not work?

PREVIEW

PREVIEW

Well Done!



Lesson 5

Refine from feedback

PREVIEW



Our learning

Feedback can help us improve one action.

I can explain what I changed and why.

We give feedback about an action, not a person.

PREVIEW

Notice the wording

A leader says, "You do it."

Does this show a clear choice?

What would make the instruction more useful?

PREVIEW

Specific feedback

Useful feedback names one action.

Try: "Offer two ways and ask what works."

Avoid labels such as "You are bad at this."

PREVIEW

Before and after

Before: "You do it."

Feedback: offer a choice.

After: "Would you like to draw or write in? Which works for you?"

PREVIEW

Rehearse one change

Use C8 with a partner or teacher.

Try the first wording. Hear one feedback point.

Choose a useful change and try only that action again.

PREVIEW

Record the improvement

Use W05: before, feedback, after and reason

You may speak, draw, dictate or use selected words

Make the change clear

PREVIEW

Check the effect

How does the new wording invite participation?

What still needs checking with the person?

One improved invitation may need more thinking time too.

PREVIEW

Reflect

Finish: "I changed ... because the feedback said ..."

How did your change strengthen the relationship?

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 6

Principles of Inclusion



Our learning

Inclusion means removing barriers and welcoming participation.

I can plan a change and explain likely benefit.

PREVIEW

Compare two actions

For C3, compare:

A. Tell everyone to write faster.

B. Offer speaking, drawing and supported communication.

Which action changes the barrier?

PREVIEW

An inclusion plan

Name the barrier.

Choose a practical change and who can help.

Explain a likely benefit.

Plan to ask whether it worked.

PREVIEW

A worked plan

Barrier: only fast writing counts.

Change: the leader offers different ways to share ideas.

Benefit: more ideas may be included and people may feel valued.

PREVIEW

Compare together

Choose C1–C6 with your group.

Compare two changes.

Explain who each change helps.

Ask what choice is still missing.

PREVIEW

Make your plan

Use W06 to name the barrier and action.

Add who will help and the likely benefit.

Choose how to check participation.

PREVIEW

Check feasibility

Can the group actually make this change?

Does it keep a useful shared goal?

Does it respect people's choices?

What needs don't help?

PREVIEW

Reflect

What change did you choose?

Why might it support belonging or well-being?

How will you check instead of guessing?

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 7 Inclusion assessment



Our learning

Show a relationship skill and improve it from feedback.

Propose an inclusion action and explain its likely benefit.

Use the response method that shows your learning.

PREVIEW

Our fictional task

A welcome club plans a model park.

Only boys lead. Ideas must be written quickly. Everyone does one task.

Choose a barrier and a relationship need.

PREVIEW

Two parts to show

Part 1: choose a skill, show it, use one feedback point and improve it.

Part 2: propose an inclusion action and explain a likely wellbeing benefit.

PREVIEW

An example of refinement

A leader invites a drawing or spoken idea.

Feedback: "Give more thinking time."

The leader pauses and asks what else, on so many ways, works.

Explain why the change helps

PREVIEW

Prepare your response

Choose a fictional role and response way.

Use W07 or A1 to plan.

You may demonstrate with a teacher, dictate, draw or use a device.

No personal tutor is required.

PREVIEW

Show your learning

Demonstrate and refine the skill.

Name the barrier and feasible action.

Explain the likely benefit using the case.

Say how you would need the action.

PREVIEW

Check both parts

Did I show a specific skill and improvement?

Did my action change a barrier?

Did I explain a likely effect instead of guessing a feeling?

PREVIEW

Reflect

Which evidence shows your learning?

What did the feedback change?

Which question will you check in Lesson 8?

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 3 Evaluate effects



Our learning

Use feedback to check an inclusion action.

I can identify a benefit, a remaining barrier and a useful improvement.

Our core assessment principles in this lesson.

PREVIEW

Read the feedback

Fictional feedback about C4:

"Speaking helped me share an idea, but I needed more thinking time."

What worked? What's missing?

PREVIEW

Evaluate the action

Use what the feedback actually says.

Separate a benefit from a remaining barrier.

Do not assume one person speaks for everyone.

PREVIEW

A worked improvement

Keep different response ways.

Add a pause before collecting ideas.

Ask whether the time and choices worked.

Check whose contribution has not been heard.

PREVIEW

Discuss together

Use C8 to ask whose voice is missing.

Compare two possible improvements.

Choose one linked to the supplied feedback.

PREVIEW

Refine and explain

On W08, name what worked and the remaining barrier.

Plan one change and explain why.

Choose a respectful way to check its effect.

PREVIEW

Complete the core evidence

Show any missing skill demonstration or improvement.

Explain an inclusion action and likely welcoming effect.

A private teacher conference can record your response.

PREVIEW

Reflect

What evidence changed your plan?

What will you ask next?

Lessons 9 and 10 are optional reinforcement; they add no required assessment.

PREVIEW

PREVIEW

Well Done!



Lesson 1

An inclusion audit in miniature

Optional



Optional learning

Apply the barrier-removal skills we have already learned.

Redesign one feature of a fictional activity.

This optional lesson adds no required assessment.

PREVIEW

Notice the plan

A model-making station accepts only fast-written ideas.

Instructions can only be read from one place.

Which feature could block participation?

PREVIEW

Keep the purpose

The purpose is to contribute an idea to the model.

Offer familiar response choices and accessible instructions.

Change the activity, rather than trying to change people.

PREVIEW

A worked redesign

Offer read-aloud or picture instructions.

Accept a spoken, drawn or selected need.

Keep thinking time and seek what works.

These are choices, not assumptions about someone.

PREVIEW

Audit together

Use a paper activity plan with your group.

Notice one barrier and compare two changes.

Discuss access; never simulate a disability.

PREVIEW

Make a small redesign

On W09, draw or explain one changed feature.

Label how it helps someone participate.

Include a question to check the change.

PREVIEW

Check your choice

Does the change preserve the useful activities?

Who might still need another choice?

What can a teacher help arrange?

PREVIEW

Reflect

What barrier did you remove?

What familiar strategy did you reuse?

How would you check your redesign?

PREVIEW

PREVIEW

Well Done!



Lesson 10

Try an inclusive cooperative game optional



Optional learning

Use familiar inclusion strategies in a cooperative game.

Choose a comfortable way to take part.

This optional lesson adds no required assessment.

PREVIEW

Choose your role

You may read, share an idea, ask a question or check a reason.

Speak, point, draw or use supported communication.

A teacher can read the card.

PREVIEW

A safe shared goal

We build a reasoned response together.

There is no speed race or elimination

You may pause, pass for now or change your role.

Use fictional cases only.

PREVIEW

A worked turn

Choose a challenge card.

Notice the case and explain one action.

Ask a respectful question.

Check the reasoning with the teacher criteria.

PREVIEW

Try a short round

Use G1 with 2–4 students or a partner and teacher.

Point or use a large counter on the stop–stop mat.

Choose roles before the first turn.

PREVIEW

Improve participation

After a round, ask what helped and what was missing.

Choose one access improvement.

Try the change and record it on v10.1 useful.

PREVIEW

Check the change

Did each person have a useful choice?

Did the group allow thinking time?

Which evidence suggests the change helped?

PREVIEW

Reflect

Name one participation choice that worked

Explain one change you would keep

Respect each person's choice without asking for private information.

PREVIEW

PREVIEW

Well Done!



Relationships, Diversity and Inclusion Year 3 Quiz



How to respond

Think before responding; there is no speed score.

Speak, point, draw, dictate or use a communication board/device.

Use fictional examples.

Explain your reaction when asked.

PREVIEW

Question 1

Does inclusion mean everyone uses exactly the same method?

PREVIEW

Answer 1 - Explain

No. Different supports or ways to participate can offer fair access. The shared learning goal can stay the same.

PREVIEW

Based on: Australian Human Rights Commission – Equality and equity ([humanrights.gov.au](https://www.humanrights.gov.au))

Question 2

Is one student responsible for explaining another's culture?

PREVIEW

Answer 2 - Explain

No. People choose what to share. Use reliable sources. An individual never represents an entire culture.

PREVIEW

Question 3

C3 accepts only fast-written ideas. Where is the barrier?

PREVIEW

Answer 3 - Explain

The fast-writing rule is the barrier. Change the rule to accept spoken, drawn or supported responses and allow thinking time.

PREVIEW

Question 4

C7 has two students wanting one tester role, which skill fits, and what could you say?

PREVIEW

Answer 4 - Explain

Negotiation fits: ask what matters, listen, suggest turns, and check the agreement. Example: "Could we take turns? Does that work for you?"

PREVIEW

Question 5

Feedback says, "Offer a choice." How could you improve "You do it"?

PREVIEW

Answer 5 - Explain

Offer useful ways and ask what works. Example: "Would you like to draw or explain? Which works for you? Accept other respectful, specific choices."

PREVIEW

Question 6

C6 values drawing and mapping. How might this support wellbeing?

PREVIEW

Answer 6 - Explain

Both contributions are useful and valued. This may help students feel connected and include. Ask for feedback instead of assuming a feeling.

PREVIEW

Question 7

A new club uses one timer for every response. A student asks for thinking time. What change would you propose and why?

PREVIEW

Answer 7 - Explain

Allow flexible thinking time and agreed ways to respond. This removes a timing barrier while keeping the shared contribution goal. Check whether it helps.

PREVIEW

Question 8

One person says a new invitation helped. Can the group conclude it helped everyone? Explain a next step.

PREVIEW

Answer 8 - Explain

No. One view is limited evidence. Ask willing participants whose ideas are missing and offer a private supported response. Refine the action using that feedback.

PREVIEW

Reflect on your learning

Which action removes a barrier?

Which skill can strengthen a relationship?

What feedback would you ask for next?

Your practical lessons now shows the skill too.

PREVIEW

PREVIEW

Well Done!

