CREATING RESPECTFUL SCHOOLS

Let's Get Together - An Overview

In Partnership With
A DIVERSITY EDUCATION PROGRAM
DEVELOPED BY

FAIRER WORLD

Tasmania’s leading provider of education for social justice and human rights

IN PARTNERSHIP WITH
Equal Opportunity Tasmania
The *Let’s Get Together* program is designed for schools wanting to partner with their students and the wider community to create a more respectful school environment.

It does this by addressing discrimination and by building diversity competence in students so that they are motivated to address bullying behaviours and become agents for change.

Changing behaviours for a respectful school community does not happen overnight. What is different about this program is that it uses a partnership approach and teachers are supported on the journey by skilled staff from A Fairer World, Equal Opportunity Tasmania and Tasmanian community organisations: the program is written specifically for Tasmanian schools and the support is available locally.
UNIQUE ELEMENTS OF THE PROGRAM

Diversity competence

This is more than an anti-bullying program. Its aim is to develop diversity competence – the knowledge, skills and dispositions that contribute to a respectful school culture and a more equitable and peaceful world.

Equity (social justice) requires the full and equal participation of all groups in a society that is mutually shaped to meet their needs. An equitable society allows every person to achieve their full potential by providing an environment in which all members are physically and psychologically safe and secure (Adams, Bell & Griffin, 2010).

Diversity competence does not, of itself, create equity - this requires action to eliminate barriers to full participation. However, when diversity is valued, each person will see it as their responsibility to take action for a more equitable community and world.

A person with diversity competence will appreciate the value of a diverse community - the contribution that a variety of people (with varying characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences) will bring to the life of the community.

Diversity competence is necessary to the creation of an inclusive, welcoming, and respectful community. Its connection to the aims of the Respectful Schools and Workplaces framework is clear in the following extract:

“We share a collective aim to develop successful, skilled and innovative Tasmanians. We value learning, excellence, equity, respect and partnerships. Learners achieve growth and make powerful connections through positive and effective relationships.”

Learners First - Respectful Schools: Respectful Behaviours, Tasmanian Department of Education, 2016, p2

Human books

Research in empathy education shows that “one of the best ways to create an empathetic bond is to get two people to speak with each other and have a conversation that moves beyond superficial talk and addresses real issues of importance in their lives.” (Krznaric, 2008). A Fairer World has trained a group of diverse Tasmanians, who have stories to tell of discrimination and difference, to be “human books” and we will organise for them to work with your class as part of the program.

Professional development

Two possible levels of professional development are available: become an accredited facilitator for the program (see more below) or undertake the 4 hour introductory professional learning and be supported to run the program with your class.

Mentoring

An accredited facilitator and staff member are always a phone call or email away to help with resources and advice. They will also visit the school regularly to deliver aspects of the program and check how things are progressing.

Learning materials

8 Keys to Harmony Student Handbook

The handbook presents the program as a series of guided activities for students organised in eight steps (the 8 Keys to Harmony). Each Key is organised around activities to “connect” them with the big ideas, “engage” them with others, help them to “go deeper” and “take action”. The handbook also includes personal inquiry activities, worksheets, video links, examples, and extension activities for students who want more.
Teacher Manual

Built around the Student Handbook, the Teacher Manual provides detailed notes for activities that require teacher facilitation as well as a rationale, learning strategies, planning considerations and teacher tips for each Key.

Community support

As part of the program, A Fairer World will organise a Community Diversity Expo that works like a ‘speed dating’ session between students and community organisations that are working in different areas of discrimination including:

- gender and sexuality, including lesbian, gay, bisexual, transgender and intersex (LGBTI);
- cultural and linguistic diversity (CALD), including refugees and migrants;
- disability (people with differing mental and physical abilities);
- Tasmanian Aboriginal people; and
- women (gender equality).

Organisations that generally participate in the Community Diversity Expo and are available for other assistance include:

- Advocacy Tasmania
- Amnesty Australia
- Anglicare Tasmania
- Australian Red Cross
- Colony 47
- Family Planning Tasmania
- Girls Gotta Know (Women’s Legal Service)
- Headspace
- Langford Support Services
- Migrant Resource Centre/Phoenix Centre
- Multicultural Council of Tasmania
- Possability
- Rainbow Communities Tasmania
- Riawunna
- SHE (Support, Help & Empowerment)
- South East Tasmanian Aboriginal Corporation
- TasCAHRD
- Wellways
- Women’s Health Tasmania
- Working It Out
- Youth Network of Tasmania

The local council and community groups from the area are also invited to participate in events.

Agency and action

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

Transformative education principles have been used in designing the 8 Keys learning process. By challenging assumptions or values and offering an opportunity to explore new identities or roles, students can undergo changes in perspective, beliefs, behaviour or understanding - of themselves and their place in the world.

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

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

The program encourages meaning (a purpose students believe in), control (sharing decisions) and connectedness (working with others). These are three of the key requirements for genuine student participation, engagement and transformation.

Global perspectives

Diversity competence and a willingness to take social action in support of equity are key citizenship competencies, in both a local and a global context. Whilst the activities in this program are targeted at the local (school and community), we have included teaching resources that will allow teachers to broaden these to the global level.
EDUCATIONAL LINKS

Australian Curriculum

The *Let’s Get Together* program links to the learning area content and general capabilities of the Australian Curriculum. There are direct links to the following curriculum areas:

- Ethical Understanding – all elements
- Intercultural Understanding - all elements
- Personal and Social Capability – social awareness element
- Health and Physical Education (Focus Areas: Mental Health and Wellbeing, Relationships and sexuality, Safety)
- Humanities And Social Sciences: Civics and Citizenship – factors that contribute to a cohesive society.

There are also opportunities to engage with other curriculum areas, especially in English and The Arts.

One of the key features of the program is students’ active involvement in authentic, relevant issues through student-led inquiry. This means that students engage with issues that are complex and challenging, requiring them to think empathetically and to act ethically and with respect.

Priority programs

The *Respectful schools and workplaces* framework is a key Department of Education priority, designed to strengthen a culture of respectfulness across schools and department workplaces. This is to ensure increased inclusivity and valuing of diversity; stronger, more effective partnerships; and improved learner wellbeing and academic outcomes. A Fairer World, and the *Let’s Get Together* program in particular, contributes to these outcomes.

The program also directly supports schools in delivering learning opportunities that integrate the *Australian Curriculum*, the *Respectful Relationships* resources and *My Education*, as outlined in the following example.

CONNECTING YEAR 8 CURRICULUM AND PRIORITY PROGRAMS

Unit 3.4 of the *Let’s Get Together* Program - *Prejudice and Stereotyping* makes the following connections:

- **Australian Curriculum** – Health and Physical Education, Contributing to healthy and active communities (*ACPPS079*)
- General capability – Intercultural understanding – identify and challenge stereotypes and prejudices in the representation of group, national and regional identities (*Level 5*)
- *My Education* – *Stereotyping* Learning Resource (ME-810)
- *Respectful Relationships* – Module 1, How can gender stereotypes influence roles in relationship?

REPORTABLE STUDENT OUTCOMES

- Engagement in the learning process.
- Actions to create change.
- Understanding of the knowledge (“Big Ideas”) and values for diversity competence.
- Improvement in social and emotional skills for diversity competence.
**How does it run in a school?**

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

**Time commitment:** The program is recommended to run for around 20 hours of class time. However, the activities, their timing and sequence are indicative only. Once teachers feel comfortable with the principles and scaffolding of knowledge underpinning the approach, they may wish to adapt and modify the program for the needs of different timetables and students. These decisions will form part of the planning process for the staff involved in delivering the program.

**Delivery:** Approximately 14 hours of the program are designed to be run by teachers within their normal classes (home groups or subject classes) supported by accredited facilitators. The other 6 hours are for activities such as an Introductory Assembly, the Hobart Human Library, a Community Diversity Expo, a Student Ideas Expo and a Student Action Day organised either by A Fairer World or accredited facilitators from within the school.

**Components:**
- Review of school readiness for the program and signing of Memorandum of Understanding
- Professional development for teachers and facilitators
- Teacher and student surveys
- Core units delivered by teachers supported by facilitators and A Fairer World
- Workshops and events delivered by A Fairer World or accredited facilitators within the school
- Evaluation reporting

**Toolkit comprises:**
- **Overview:** This document, which describes the objectives, intentions and core features of the program for those new to it.
- **8 Keys to Harmony Student Handbook:** For each Key the handbook provides:
  - focus questions and learning objectives;
  - descriptions of the big ideas and diversity competencies for that Key;
  - suggested activities with approximate completion times organised around those designed to: *connect* students to the topic - *engage* with others, *go deeper* (explore key concepts more deeply), and *take action* (an experiential learning activity);
  - ideas for student *personal inquiry* and a *global perspective* activity; and
  - support materials – notes, videos, examples, handouts and worksheets.
- **Teacher Manual:** Built around the Student Handbook, the Teacher Manual provides for each Key, a rationale, detailed lesson plans for activities that require teacher facilitation, planning considerations and teacher tips. There are also some general teacher notes.

**Facilitator accreditation:**
- 12 hours of professional development before and during program delivery;
- 12 hours of co-facilitation of core units; and
- experience supporting other teachers delivering units from the program.
PROGRAM INTENT

The Let’s Get Together program provides an 8 step learning process (the 8 Keys to Harmony) for students to explore the underlying causes of bullying and other discriminatory behaviours and to create tangible outcomes for themselves and the school in terms of improving the school environment. Through this they experience the power of being active citizens who can make a difference.

The program taps into student issues - their need to explore their identity, their need for greater agency and their thirst for greater meaning in their learning. It is designed to:

- Empower students in their own learning and help them to develop collective agency;
- Enable students to use their school environment as a social learning opportunity to explore what it means to try to make a difference;
- Enable students to work on topics of their own choice while deepening their understanding of key concepts such as discrimination, identity, stereotypes, change, bystanders and conflict;
- Provide opportunities for student personal inquiry so that they become more mindful of their interactions and develop social and emotional learning competencies; and
- Provide opportunities for students to collaboratively create social actions. These actions are designed to generate conversations in the school, provide students with authentic feedback and help them to develop their skills in changing cultural “norms”.

TEACHER COMMENTS ABOUT THE PROGRAM

- **Awareness**: “The students are more mindful of discrimination, the behaviours of discrimination and the impact of discrimination on personal well being.”

- **Language**: “Students are using the terms linked to diversity and naming up behaviours and actions of others with more confidence.”

- **Thinking and empathy**: “The personal stories really allowed for students to connect and think deeply about some issues. I really enjoyed seeing students being intellectually and emotionally moved by the content of the course.”

- **Connectedness**: “…greater comradery in class, better teacher-student relationships, more interactions between the girls and boys.”

- **Behaviour**: “…some are still name calling without registering they are doing it. However, others are calling them on it.”

- **Student voice**: “Although students might whinge about some aspects it is truly amazing when you hear student voice.”

- **Self-directed learning**: “I feel a lot more confident in allowing students self-directed learning.”
KNOWLEDGE, COMPETENCIES AND VALUES

These are some of the knowledge, competencies and values embedded in this program that are designed to provide a positive foundation towards developing diversity competent citizens.

<table>
<thead>
<tr>
<th>Knowledge (“Big ideas”)</th>
<th>Competencies</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity and belonging.</td>
<td><strong>Key diversity competencies</strong></td>
<td>Respect</td>
</tr>
<tr>
<td>How stereotypes are created, perpetuated and create harm.</td>
<td>Self-awareness</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Diversity and the importance of human difference.</td>
<td>Empathy</td>
<td>Equity</td>
</tr>
<tr>
<td>Discrimination and bullying.</td>
<td>Perspective</td>
<td>Inclusion</td>
</tr>
<tr>
<td>How everyday interactions affect others and create cultural ‘norms’.</td>
<td>Critical thinking</td>
<td>Compassion</td>
</tr>
<tr>
<td>Human and legal rights and responsibilities.</td>
<td>Curiosity</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Being an active bystander: how to break down barriers, show empathy and contribute to a safer, more peaceful community.</td>
<td>Self-confidence</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Support services available in the community.</td>
<td>Courage</td>
<td>Diversity</td>
</tr>
<tr>
<td>Dimensions of sustainable change.</td>
<td>Interaction</td>
<td>Relationships</td>
</tr>
<tr>
<td>Support, education and advocacy.</td>
<td>Reflection</td>
<td>Community</td>
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<tr>
<td>How to plan a project and get what you need to complete it.</td>
<td><strong>Other competencies</strong></td>
<td>Peace</td>
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<td></td>
<td>Gratitude</td>
<td>Altruism</td>
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<td></td>
<td>Cooperative learning</td>
<td>Motivation</td>
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<td></td>
<td>Visioning</td>
<td>Leadership</td>
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<td></td>
<td>Hope</td>
<td>Learning</td>
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</tbody>
</table>
The 8 Keys to Harmony

1. TEAMWORK
   How can we work together?

2. DON’T JUDGE A BOOK BY ITS COVER
   How does it feel to walk in another’s shoes?

3. BEST FOOT FORWARD
   How can we apply our strengths to help others?

4. GREAT RELATIONSHIPS
   How can we get along with others?

5. LOOK TO THE FUTURE
   What hopes do we share?

6. EXPLORE OPTIONS
   How can we achieve our vision?

7. GO M.A.D.
   How will putting our plan into action make a difference?

8. REFLECT AND CELEBRATE
   What have we learned and how can we share this with others?

How can we create a school where everyone feels safe and included?
## PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>KEY</th>
<th>Intent</th>
<th>Big Ideas</th>
<th>Key questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Teamwork</td>
<td>Respectful school environment</td>
<td>What are the school’s goals, frameworks and processes that support a respectful school environment and student voice?</td>
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<tr>
<td></td>
<td>How can we work together?</td>
<td>Partnership</td>
<td>What are the school’s core strengths?</td>
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<td></td>
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<td>What issues are staff and students most concerned about?</td>
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<td>How is school community support to be enlisted?</td>
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<td>How will learning be transferred beyond the program?</td>
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<td>How will students be involved as authentic partners in the process?</td>
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<tr>
<td><strong>2</strong></td>
<td>Don’t judge a book by its cover</td>
<td>Identity</td>
<td>What makes us who we are?</td>
</tr>
<tr>
<td></td>
<td>What’s it like to walk in another’s shoes?</td>
<td>Empathy</td>
<td>What can I learn from “walking in another’s shoes”?</td>
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<tr>
<td></td>
<td></td>
<td>Resilience</td>
<td>How does it feel to be excluded?</td>
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<td></td>
<td></td>
<td>Perspective-taking</td>
<td>What are stereotypes, prejudice and discrimination?</td>
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<td></td>
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<td></td>
<td>Why do they happen and what are the impacts? (On individuals, the school or community? On international peace?)</td>
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<td></td>
<td>How can I show I care?</td>
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<tr>
<td><strong>3</strong></td>
<td>Best foot forward</td>
<td>Stereotype</td>
<td>What is the culture of our school?</td>
</tr>
<tr>
<td></td>
<td>How can we apply our strengths to help others?</td>
<td>Prejudice</td>
<td>How can we improve it?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discrimination</td>
<td>Who feels safe and included at this school? Who doesn’t and why not?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bullying</td>
<td>Why do some people prejudge and bully others?</td>
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<tr>
<td></td>
<td></td>
<td>Social norms &amp; school culture</td>
<td>What are my responsibilities to myself and others?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What are my strengths and how could we use our combined strengths to create change?</td>
</tr>
</tbody>
</table>
4
Great relationships
How can we get along with others?
To examine power in relationships, conflict management styles, and develop confidence in resolving conflict and being an active bystander.
This Key helps students develop and practise strategies for speaking out against bullying and discrimination and for creating win-win solutions.
This Key provides an excellent opportunity to encourage student leaders to train in restorative practice methods so that they can offer mediation for their peers.

Power
Conflict management
Active bystander
In what situations do I have power over others? Do they have power over me?
What role do stereotypes play in the media?
How can I learn to deal with conflict and stand up against bullying and discrimination?

5
Look to the future
What hopes do we share?
To help students to create a larger vision for their school that draws on their experiences and research.
To deepen students’ understanding of different types of solutions and the challenges of creating sustainable change.
This Key aims to help students integrate individual hopes and values through a shared visioning process.

Sustainable change
Who or what do I care about?
How does that match with others’ hopes?
What does a positive environment look like?
What is our vision for our school, community and world?
How do we create change?

6
Explore options
How can we achieve our vision?
For students to research causes, learn what others are doing and think creatively about solutions. They then develop an idea into a project action plan, pitch the idea to others, get feedback, modify the plan, get approval and resources - ready to make the change happen.
This Key aims to expose students to a range of practical approaches to creating change and look at how these might be applied to their own projects in the context of a bigger picture.

Support, educate and advocate
What are others doing to create a safer, more inclusive school, community and world?
What can I do? Is it a quick-fix, a short-term solution or sustainable change?
How does this match with our time, talent and treasure?
What else do we need and where might we get it?

7
Go M.A.D.
Will putting our plans into action make a difference?
For students to carry out their action and make a difference: to plan, rub up against roadblocks, ethical dilemmas and conflict, and through this process practise teamwork and cooperation.
This Key provides the opportunity for students to put their learning into action and create the change they want.

Negotiation
Perseverance
Taking action
How can we negotiate to get what we need?
How can we manage conflict in our team?
What obstacles can we anticipate and prepare for?
How can we keep to our timeline and tasks?

8
Reflect and celebrate
What have we learned and how can we spread the word?
For students to reflect on what they have learnt and how they may have changed.
To collate learnings for assessment across core curriculum areas.
For students to share and celebrate their achievements.
This Key allows students to spiral up in understanding through a reflective process.

Reflection
Celebration
What have I learned?
Have I made a difference?
What would I do differently next time?
How can I share what I’ve learned and achieved with others?
How will I continue to make a difference?
OTHER ELEMENTS OF THE PROGRAM

Learning resources
For each of the 8 Keys to Harmony, a number of teaching and learning resources are available. They have been selected from the best programs available or written specifically for this program. While they support the key competencies of the program, they can be used in different subject areas and can support other learning outcomes under the Australian Curriculum.

We will continue to add to these (and so can you) and make them available on-line. Contact us for more information.

Learning approaches
The learning resources use a number of best practice learning strategies such as:
- cooperative learning;
- differentiated learning (personalised and inclusive);
- assessment for learning (authentic feedback, strategic questioning, student reflection);
- strength-based and student-centred learning (engagement, empowerment, action);
- multi-intelligences (social, emotional, cognitive, physical);
- appreciative learning;
- ethical dilemmas; and
- conflict resolution and active bystander skills.

Community resources
We have built up a comprehensive list of community resources available in Tasmania. These provide information on organisations that provide:
- counselling and support;
- information on issues;
- guest speakers;
- teacher training;
- student workshops; and
- teaching resources.

A number (10-15) of these organisations will participate in the Community Diversity Expo at your school, organised by A Fairer World as part of the program. Contact us for more information.

Sensitive and contentious issues
Some of the issues covered in this program are contentious and teachers may not be fully aware of the current context.

Students and teachers may hold strongly divergent opinions that relate to deeply held values and beliefs. This is not a reason to avoid these issues; on the contrary, schools are the best place for students to explore and openly discuss the issues facing our society, to learn how to challenge prejudices and misconceptions, and to form their own opinions.
By working with community organisations directly involved with the issues, we are able to provide guidance and regular updates on appropriate language and approaches. Support will also be provided when needed throughout the program.

Teachers will need to be aware that there may be people in the school community who have experienced or are currently experiencing (either directly themselves or through a friend or family member) issues that are raised. This may be an experience of being a refugee or asylum seeker, having depression or other mental health concerns, having a physical disability, or being a bullying target or a perpetrator.

Teachers need to be sensitive to what may arise during this program in terms of emotions, memories, reactions and insights, and watch for unusual behaviours.

The **8 Keys to Harmony Student Handbook** contains a checklist for creating a safe and supportive school classroom.

### Format for each Key

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connect</strong></td>
<td>Helps students tune in to the big ideas for the Key. It might include a video, a facilitated activity or guest ‘expert’.</td>
</tr>
<tr>
<td><strong>Engage</strong></td>
<td>An opportunity for students to connect with others or with issues that they are personally concerned about.</td>
</tr>
<tr>
<td><strong>Go deeper</strong></td>
<td>Activities that will help students gain a deeper understanding of the big ideas for the Key (for example, identity, stereotyping, discrimination or bullying).</td>
</tr>
<tr>
<td><strong>Take action</strong></td>
<td>An opportunity for students to show what they’ve learned and their ideas for creating change. By displaying these publicly, students can get feedback from others that will help them to reflect and perhaps improve their ideas. Visible outcomes and feedback along the way to a bigger goal are important to keep students motivated and help them to feel that they are making progress towards positive school cultural change.</td>
</tr>
<tr>
<td><strong>Personal inquiry</strong></td>
<td>A commitment to practise new skills and behaviours, observe the results and report back at the next lesson. We’ve made suggestions but students can also brainstorm their own challenges.</td>
</tr>
<tr>
<td><strong>Global perspective</strong></td>
<td>Extension activities that will help students to see their issues at a global level.</td>
</tr>
</tbody>
</table>
An integral approach

There are programs available that target bullying, or discrimination on specific attributes (for example race or gender); some aim to build strong personal foundations, helping students to be more caring and resilient; and some expose students to different cultures and help them to develop a greater appreciation of difference. However, few programs challenge students to change their social environment and the prevailing “norms”.

This program draws on an integral approach to help students to build strong personal foundations, try out new behaviours, meet people from different cultures or perspectives and work collectively to change school culture and systems.
Empathy and perspective-taking model

The Let’s Get Together program aims to foster empathy and perspective-taking using the Thinking-Feeling Spiral (Skolnick, Dulberg, Maestre, 2004). The spiral draws on Kolb and McCarthy Learning Cycles, to move students from personal/concrete experiences (their own issues) in which their feelings are engaged, through to consideration and understanding of the lives of others (perspective-taking). They move through this process by:

- listening to individual stories and imagining what it is like to be another person;
- taking on bigger picture perspectives through consideration of a range of stories, information and reasons why;
- acting as if they were the person or people through simulations, acting, dialogue, writing or drawing; and
- reflecting and applying their learning and coming up with actions that will positively impact on others.

![Thinking-Feeling Spiral Diagram]

- What do I know or feel about this?
- What does it mean to me?
- Where have I encountered something like this?
- Who is this other person?
- What do I imagine her/his life is like?
- How are we alike/different?
- Is life really like this?
- How are other people’s stories similar or different?
- What are common themes?
- What do I think about this?
- Is it fair?
- How would I have felt in your position?
- How would I have seen or explained this?
- What would I do/decide?
ACKNOWLEDGEMENTS

Sources

This program owes much to the experience of our organisation over more than 30 years as a global educator, supporting schools in the areas of social justice, human rights and diversity. However, more recent research specifically for the development of the program led us to a number of invaluable resources. These include Cultural Comprehension (Department of Education & Early Childhood Development, 2011) which contributed significantly to the knowledge list, and Difference Differently (Together for Humanity) from which the key diversity competencies are drawn. The CASEL model for social and emotional learning has also informed the program. The influence of the ruMAD? program (Foundation for Young Australians), which we have been delivering in Tasmania since 2005, is seen in the transformative learning principles underpinning the program and the relationship is made apparent in the use of the “8 Keys” approach. Indeed the ruMAD? program, with its 8 Keys to MADness, would be an excellent adjunct or follow-on education program. Other sources are referenced in the 8 Keys to Harmony Student Handbook and Teacher Manual where appropriate.

A full list of references is given at the end of the Teacher Manual. Every effort has been made to trace and acknowledge copyright and source. Should any infringement have occurred, A Fairer World tenders its apologies and invites copyright owners to make contact to ensure acknowledgements are recorded in future updates.

This document was created with Adobe InDesign, Adobe Illustrator, Adobe Photoshop, and Microsoft Word. The type was digitally set using free typefaces: Warnock Pro, at Fontpalace Royal collection of free fonts; and Helvetica Neue LT Pro, at Logotype, www.logotype.lt.

Program development

The development of this program would not have been possible without the assistance of a grant from the Tasmanian Community Fund and a partnership with the Anti-Discrimination Commissioner.

We are also indebted to: Rose Bay High School teachers and students who assisted us in piloting the program with two classes of grade 8 students and contributed to the evaluation and revisions to the program; Dr Sue Stack, who undertook the evaluation and contributed significantly to the final version of the program including all the diagrams; our community partners listed on page three and curriculum staff of the Department of Education who all freely provided advice and assistance; the human books who are part of the Hobart Human Library; Deb Osorio and Lynda Warner Designs who contributed to the graphic design; and all the team at A Fairer World.

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