

Australian Curriculum links – guiding questions

This competition can be used to prompt discussion and learning activities linked to the Australian Curriculum.

Curriculum links for **critical and creative thinking** are straightforward – generating ideas and alternatives, interpreting concepts and explaining reasons.

Below are some examples of discussion questions which could be used to link to different elements and sub-elements of the Australian Curriculum.

Example 1 – Disability rights and laws

- **Ethical understanding**
 - **Understanding ethical concepts and perspectives**
 - **Examine values, rights and responsibilities and ethical norms**

The mascot will be used to promote disability rights.

In Tasmania, some disability rights come from the *Disability Rights, Inclusion and Safeguarding Act 2024* and the UN Convention on the Rights of Persons with Disabilities. What other laws support disability rights in Australia? Are disability rights different to human rights?

Example 2 – Barriers to speaking up

- **Ethical understanding**
 - **Understanding ethical concepts and perspectives**
 - **Recognise influences on ethical behaviour and perspectives**

The mascot will be used to help people with disability to speak up when something is wrong.

Why might it be harder for a person with disability to speak up if they live in supported accommodation or go to a disability support school?

Example 3 – Segregating education

- **Ethical understanding**
 - **Responding to ethical issues**
 - **Explore ethical issues**
- **Intercultural understanding**
 - **Engaging with cultural and linguistic diversity**
 - **Develop multiple perspectives**

The mascot will be designed for people with disability who live in supported accommodation, go to disability support schools, and who are in youth detention.

Disability support schools are a type of segregated education; the Disability Royal Commission could not agree on whether disability support schools should be phased out.

Why do we have support schools in Tasmania? Why was it so hard for the Disability Royal Commission to make a decision?



Example 4 – Disability diversity

- **Intercultural understanding**
 - **Engaging with cultural and linguistic diversity**
 - **Develop empathy**

The mascot will be used to help people with very diverse needs.

People with disability are all different. Why do you think people with disability often get talked about as one group?

Could the following two people have anything in common?

- A 10 year old who is Autistic and goes to a support school?
- A 40 year old who has Cerebral Palsy and lives in supported accommodation?

Example 5

- **Personal and social capability**
 - **Social awareness**
 - **Empathy**
- **Personal and social capability**
 - **Social awareness**
 - **Community awareness**

The mascot will be used to help people with disability to speak up about what they want and need.



Why might people with disability who live in supported accommodation, go to disability support schools, or who are in youth detention have trouble asking for what they need? Think about factors that might be physical, mental, emotional, social, or structural.

Example 6

- **Personal and social capability**
 - **Social management**
 - **Communication**
- **Personal and social capability**
 - **Social awareness**
 - **Community awareness**

The mascot will be used as a symbol for safety and belonging.

How might the things that communicate “safety” be different for different people?

How could a mascot character communicate safety? How can you build non-verbal communication into your mascot design?