22072VIC Certificate III in

Acting (Screen)

Year 2

# BSBDIV301 Work effectively with diversity

Australian College of Dramatic Arts

**STUDENT WORKBOOK**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Due Date:** Act \_\_\_\_

**Workbook developed by Merilyn Brend © 2020**

**BSBDIV301 Work effectively with diversity**

**What This Unit is About:**

This unit describes the skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work. It applies to individuals who work in a variety of contexts where they will be expected to interact with a diverse client and/or co-worker population. They may also provide some leadership and guidance to others and have some limited responsibility for the output of others.

**Key Thoughts:**

The policy for Diversity Australia is based on 4 principles. Firstly, **responsibilities for all**: all Australians have a civic duty to support those basic structures and principles of Australian society, which guarantee us our freedom and equality and enable diversity to flourish in our society. Next, **respect for each person**. Subject to law, all Australians have the right to express their own culture and beliefs and have a reciprocal obligation to respect the rights of others to do the same. Then, there’s **fairness for each person**, stating that all Australians are entitled to equality of treatment and opportunity. Social equity allows us to contribute to the social, political and economic life we live, free from discrimination of any kinds, including but not limited to the grounds of race, culture, religion, language, location, gender or place of birth. Lastly, **benefits for all**, as All Australians benefit from “Diversity Works!”. That is, the significant cultural and economic dividends arise from the diversity of our population.

**Some Information About the Film and Television Industry:**

Diversity is celebrated and needs to be reflected in modern day film and television works. Not only do we need to see it on our screens, but we need to learn to respect diversity in different races, religions, genders, cultures, ages (and the list could go on!) in the workplace.

**Resources:**

[www.immi.gov.au/immigration/](http://www.immi.gov.au/immigration/), visas, immigrations and refugees, the Victorian Equal Opportunity and Human Rights Commission.

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| **Student Declaration** I declare that no part of this assessment has been copied from another person’s work, except where clearly noted on documents or work submitted. I declare that another person has written no part of this assessment for me. I understand that plagiarism is a serious offence that may lead to disciplinary action.Student Signature: Date:  |

**Element 1: Practically Communicate with Individuals from Diverse Backgrounds**

1. What do you think cultural awareness is?

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1. Discuss respect for people of different cultural backgrounds with your teacher and colleagues. Write down key notes.

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1. Develop some improvisation games to improve teamwork and break down barriers. Write the titles of the games you use.

a.

b.

c.

d.

1. Communication styles are important. Misunderstandings happen because of differing communication styles, work suffers, tempers flare, and people are hurt. Design some more improvisation games to explore the many ways we communicate and engage in role play to practice different ways of getting a respectful message across. Think about the emotions that people go through - Hate, embarrassment, standing up for beliefs, taking sides, resolution, unresolved issues, feeling good about resolving issues. Plan and make

notes below.

a.

b.

c.

d.

1. In our multicultural society, we need diversity to succeed. Design some more improvisation games on how to explore ethnicity, beliefs and gender.

Explore acting techniques on how it feels to be in the shoes of a victim

of discrimination.

a.

b.

c.

d.

1. What is successful and effective leadership? How do you inspire

confidence in a group? Discuss and make notes below**.**

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1. Devise a drama in groups where a racial slur is said in the heat of the moment, it has been further exacerbated because the shoot has been slow and frustrating. Resolve the issue positively. Plan and dot point the most important points of your work.

a.

b.

c.

d.

1. Research different cultures and write answers

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| **Different Culture** | **What I found out** |
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1. Take account of different traditions and communications. Research how to greet people with different cultures.

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| **Cultural group** | **Greeting** |
| *EXAMPLE**Anglo Saxon*  | *EXAMPLE**Handshake and eye contact*  |
| *Japanese*  | *Handshake, hands together and bow* |
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1. Filming overseas, what are the advantages for working with people from different backgrounds ethnically?

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1. What could cause cultural conflicts on set?

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1. Write down anything you can think of to resolve cultural misunderstandings before they lead to conflict.

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1. Write about your family traditions around events (such as Christmas, birthdays or Easter).

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1. Write about your personal culture.

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1. Briefly write about your understanding of:

*A refugee:*

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*An asylum seeker:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*A temporary protection visa holder:*

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1. Provide some basic statistics highlighting Victoria’s cultural diversity.

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1. INTERVIEWS COMPULSORY

You must interview and transcribe the interviews. Attach to this workbook.

ONE person from a different race

ONE older Australian

ONE Australian from another culture (or sub-culture)

BEFORE you conduct the interviews, discuss them in class, write the questions and check them with your teacher. If they have NOT been approved, the interviews will NOT be accepted. Your aim is to find out and understand what it’s like to be a migrant, to come from a different country to live here, and be different and to understand differences in people and be tolerant of different ways of life.

*Example questions:*

“Why did you move here?”

“How is the Australian way of life different?”

“What do you miss about your home?”

“How are present day migrants are treated from the 1950’s and 1960’s and now.”

“Have you experienced any difficulties with some of your beliefs.

1. Research and read the Universal Declaration of Human Rights using

this link <https://www.un.org/en/universal-declaration-human-rights/>

Choose three and explain them in your own words.

*Article Number: \_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Article Number: \_\_\_\_\_*

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*Article Number: \_\_\_\_\_*

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1. Research and read the <https://www.humanrights.gov.au/about/news/one-year-uluru-statement-called-voice-treaty-truth>.

Explain why this treaty is important in developing multiculturalism.

**Voice, Treaty & Truth** - The Uluru Statement by the First Nations peoples from around the country presented the historic Uluru Statement from the Heart.

It called for:

• constitutional reforms to empower our people and take a rightful place in our own country.

• the establishment of a First Nations Voice enshrined in the constitution.

• a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.

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**Assessment Marking Guide**

*Confidential Student Record*

**UOC BSBDIV301: Work effectively with diversity**

**Assessment Includes:**  This unit describes the skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work. It applies to individuals who work in a variety of contexts where they will be expected to interact with a diverse client and/or co-worker population. They may also provide some leadership and guidance to others and have some limited responsibility for the output of others.

Compulsory class attendance, class discussions, workbook, research, devising drama and improvisations, film a TVC.

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessor Name / Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**:** \_\_\_\_\_\_\_\_

**0 (unacceptable) 1 (less than acceptable) 2 acceptable 3 (more than acceptable**

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|  | **0** | **1** | **2** | **3** |
| Recognise and respect individual differences in colleagues, clients and customers |  |  |  |  |
| Respond to differences sensitively |  |  |  |  |
| Ensure behaviour is consistent with legislative requirementsandenterprise guidelines |  |  |  |  |
| Accommodate diversity using appropriate verbal and non‑verbal communication |  |  |  |  |
| Recognise and document knowledge, skills and experience of others in relation to team objectives |  |  |  |  |
| Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes |  |  |  |  |
| Ensure relations with customers and clients demonstrate that diversity is valued by the business |  |  |  |  |
| Effective acting presentation on TVC |  |  |  |  |
| Effective vocal work on TVC |  |  |  |  |
| Awareness of techniques in front of camera |  |  |  |  |
| Effective script writing |  |  |  |  |
| Effective group/ensemble work |  |  |  |  |
| Produce a message of diversity that Year 10 to 13 will engage with and understand |  |  |  |  |
| Sustain an appropriate and consistent focus on the task and did not get side-tracked |   |   |   |  |

*Clarifying comments to support assessment/observations:*