
Hlokahlokano Diversity Programme

e-Learning Assessment Tasks

Facilitator Instructions

1. Requirements for the assessment tasks

- Copy of the Diversity and Inclusion video (access on www.Diversi-T.co.za)
- Pack 1 – one pack per team of five participants (Assessment Tasks 1 and 2)
- Pack 2 – one pack per team of five participants (Assessment Task 3)
- Pack 3 – one pack per team of five participants (Assessment Task 4)
- Pictures of places of worship (Assessment Task 4)
- Map of Africa and flags of countries (Assessment Task 6)
- Picture of a soccer team

2. Preparation for the assessment tasks

- Divide the group of 20 participants into four smaller teams of five for the assessment tasks. Make the teams as diverse as possible.
- Each team should sit at a separate table if possible
- Prepare packs of cards

3. Instructions for the assessments

- Start with the Employees viewing Part 1 and Part 2 of the video again together.
- Stop the video

Assessment 1

To Be Conducted after Part 1 and Part 2: What is diversity?

Give each team Pack 1 (pictures for the assessment task)

Ask the teams to use the pictures in Pack 1 to create a picture on the table showing a group of diverse people. Allow 3 to 5 minutes depending on the teams.

Move from team to team looking for the picture with the most diverse team. Discuss why it is the most diverse.

If a team's picture does not show diversity, talk about why it does not show diversity.

Debrief the assessment by asking:

- What does diversity mean?
- Can you give me a word for diversity in your language?
- Why is diversity good for the mine?
- If we can all work well together, how will that affect the mine?
- If we do not work well together, how will that affect the mine?

Total time – 10 minutes

Assessment 2

To Be Conducted after Part 3: Differences of race

Show part 3 of the video.

Pack 1 picture cards

Ask the teams to use the pictures in Pack 1 to show:

- Two Indian people
- Two European people
- Two Coloured people
- Two African people

Move from team to team checking the pictures. If the team has an incorrect picture, discuss, and assist the team to get the correct pictures.

Debrief the assessment by saying something like:

People of different races may look different, but they are actually very similar. For example, we all have families; we all need to eat, be loved, work to support our families etc.

Then ask:

- What is racism?
- What does racism do to people?
- How does racism affect the mine?
- How do we stop racism?

Total time – 10 minutes

Assessment 3

To Be Conducted After Part 4: Differences of Gender

- Show Part 4 of the video
- Give each team a copy of Pack 2 picture cards

Ask each team to identify the pictures that show:

- Men and women working well together.
- Ask questions about women in mining i.e. doing traditionally male jobs . Then to ask about men doing traditionally female jobs. Point out that as long as you can do the work (refer to women being strong enough to be miners etc), gender does not matter.

Ask each team to identify pictures that show sexual harassment

When the teams have identified the pictures, ask:

1. What is sexual harassment? Point out that it is not only inappropriate touching and physical contact, but also sexual innuendos, sexual jokes and comments sexual pictures, WhatsApp messages or emails of a sexual nature, sexual pictures (e.g. nude women or men on the walls in a locker room)
2. Why is it wrong in the workplace?
3. What happens to someone who sexually harasses another person in the workplace?

Total time: 10 minutes

Assessment 4

To Be Conducted After Part 5, 6 and 7: Differences of Religion and Language

Show Parts 5, 6 and 7 of the video

Give each team a copy of Pack 3

Activity 1:

Display the picture of:

- Christian Church
- Mosque
- Hindu temple
- Landscape with trees etc

Give each team Pack 3 pictures of:

- Muslim praying
- Christian praying
- Hindu worshipping
- Someone walking

Ask the teams:

- What does this picture show? – Mosque
- Who would pray in a Mosque? Which team would like to show me ? Team puts the Muslim person near the mosque.
- Who do Muslims worship?
- What is their Holy Day?

And so on for Christianity and Hinduism

Then the last picture of person walking goes with the landscape to show Atheism.

Debrief the activity

Comment that this person does not believe in any specific god, but that does not make him or her any less than anyone else. We also need to respect what atheists believe.

Summarise by saying – “No religion is better than another. It is not better to be a Christian than a Hindu. It’s just another difference that we need to respect.”

Activity 2:

Say something like ... “Now let’s look at different languages

- How many languages are spoken by people in the room?
- How do we greet in each language ? – let us practice...

Summarise by saying, “No one language is better than another. What is important is that we must be able to communicate with each other. Language is just another difference we must respect”.

Total time – 10 minutes

Assessment 5**To Be Conducted After Part 8: Abilities and Disabilities**

Show Part 8 of the video.

Brainstorm different types of disabilities with the group.

For each disability mentioned , ask:

- On our mine, where could this person work?
- For example, a person in a wheelchair could not work underground, but could work in an office etc
- What would this person need at work to be able to perform at their best? For example, wheelchair – person needs a ramp to get into the building etc.

Summarise by saying something like:

“It is wrong to treat a person with a disability badly because of their disability. All people deserve a chance and must be treated respectfully as colleagues. People living with disability are people first. Disability is just another difference we must respect.”

Total time – 10 minutes

Assessment 6

To Be Conducted After Part 9: Nationality

Show Part 9 of the video

Display the picture of the map of Africa.

Say:

Which nations work at Zondereinde? As a county is mentioned – put the flag on the map etc

- What is your nationality? Again, show the place on the map and put the flag on the map if it not already there
- What is Xenophobia?
- What can you do to stop Xenophobia?
- What happens if you discriminate against someone of a different nationality on the mine? What will happen to you? And your job?
- Why is it good to have different nationalities on the mine? Different ideas, different ways of working etc

Summarise by saying something like : “People of different nationalities are our colleagues and our friends. Nationality is just another difference which we must respect.”

Total time – 10 minutes

Instructions for Conclusion after Part 10: Remember...

Show the picture of soccer team

Ask :

- Could this team win if all the players were keepers?
- Could the team win if all the players were defenders?

Say:

“A soccer team needs a keeper and strikers and defenders to win.

At the mine we need all sorts of different people to help us be the most productive mine. We need differences so that we are creative, and so that the mine can be successful. We need to respect everyone and make everyone feel welcome and appreciated.

Success means jobs for everyone on the mine.

Thank you very much for joining us today.”