

Understanding Diversity

by Dr Sue Knight

Topic objectives

This topic invites students to think about cultural differences. It aims to help students develop:

- An understanding that common features of humanity underlie many observed cultural differences, including differences in customs and differences in moral codes and practices.
- A recognition that circumstances influence the moral rules and practices which are adopted; and
- An understanding that common moral principles or values can underlie quite different sets of moral rules.

Background to the topic for teachers

Topic structure

One of the big breakthroughs in understanding developments in children's thinking came with the recognition that young children can engage in 'higher order' thinking about a topic, but only if they have an appropriate knowledge base¹.

To build children's thinking about tolerance and diversity we must build their knowledge of diverse beliefs, cultures, values and circumstances, and of the complex relationships between these factors. And of course we must also build their understanding of the fundamental similarities that underlie such diversity. We pursue these goals through an extended example or case study relating to traditional Inuit life. Unless otherwise referenced, all factual material is derived from the following on-line publication:

*The Inuit way: a guide to culture*²

Philosophical background

At first glance there seems a great deal of difference between the moral codes of different cultures. In some cultures, arranged marriage is mandated, in others the practice is forbidden; in some cultures it is forbidden to eat cows- or indeed, any form of meat- while in other cultures these eating practices are commonplace.

And consider the following example, one that arises from this topic's discussion of Inuit culture. In their icy environment the traditional Inuit lived in family groups that came together in winter, when food was scarce. They had strict rules about sharing, lying, stealing, being lazy and making fun of people, as well as other rules. Penalties were laid down for breaking these rules, and the most serious penalty was expulsion from the group. This was a harsh consequence, because it was hard to survive on the outside.

And there is something interesting about the way the Inuit dealt with those who broke the rules: surprisingly to us, if the lead hunter in the group is found guilty of stealing- even if it is stealing hunting tools, which is considered one of the most serious offenses, normally punishable by expulsion- he will be given a lesser punishment.

This is not the way our rules and laws work. Suppose the best speller in the class decides (for once) to cheat in a spelling test and that the teacher catches her. Will she be let off lightly because she is the best speller? Or will she be given the same punishment that anyone else would be given in her circumstances? Presumably, as a matter of fairness, she would have to be given the standard punishment. Under our legal system, if an elite sportsman commits a crime he will be given the same

penalty as anyone else who has committed such a crime under the same circumstances. In our society, this is what fairness or justice demands. It might seem then that the Inuit have less regard for fairness than we have.

But if we ask *why* the traditional Inuit punished the leader of the hunt less severely, we see that it is *not* that they had less concern for fairness. The Inuit were scrupulous about sharing food and other resources. But, especially in winter, there was little food and the survival of the group depended on keeping the best hunter within its fold. It is not so much that the Inuit’s values differ from ours, but rather that the Inuit find themselves in circumstances that differ greatly from those in which we find ourselves, and that force them to make decisions that we are able to avoid.

And now let’s turn to an earlier example. On the whole, in our culture we see no moral fault in eating cows, while in some cultures this practice is seen as morally wrong. But if we delve more deeply, and ask *why* people in some cultures consider it to be wrong, we find the reason to be a belief- a religious or perhaps factual belief that (for example) cows harbour the spirits of their ancestors. The difference is not one of values, but of religious or factual beliefs.

We should note that similar values might be expressed within different aspects of culture. For example, the value of ‘friendship’ might be expressed through ritual gift giving in one place but by social events (such as a shared meal) in another.

What is more, where societies might share common values they may, nonetheless, accord those common values different relative priorities. For example, the U.S. tends to privilege the value of ‘liberty’ over that of ‘harmony’. The reverse tends to be true in China. And differences in the relative priority given to otherwise common values play a crucial role in shaping different cultures.

This is not to say that there are no real, irreducible moral differences. One example might be the disagreement over whether torture is ever morally justified. But in this topic we are concerned to encourage students to investigate the possibility that common moral principles or values can underlie quite different sets of moral rules.

Notes

¹ Bjorklund, D. F. (2011) *Children’s thinking*, 5th edition. London: Cengage; Bjorklund, D. F. (1997) ‘In search of a metatheory for cognitive development (or, Piaget’s dead and I don’t feel so good myself)’. *Child Development*, 68, 142–146.

²*The Inuit way: a guide to culture*² Produced By Pauktuutit Inuit Women Of Canada Revised 2006, http://www.uqar.ca/files/boreas/inuitway_e.pdf accessed 27June 2014 .

Topic Structure and Resources

Aim of lesson	Resources
<p>Lesson 1: The Inuit</p> <p>To build an understanding of traditional Inuit life. Students also start to think about some of the laws that governed the traditional Inuit.</p>	<ul style="list-style-type: none"> • Image 1: Landscape • Image 2: Caribou • Image 3: Building an igloo • Image 4: Summer house - tent
<p>Lesson 2: Thinking about laws and punishments</p> <p>Students are encouraged to think about how both we and the Inuit decide the relative severity of crimes and punishments.</p>	<ul style="list-style-type: none"> • Image 5: Inuit community

Lesson 3: Same crimes, different punishments. Why would the Inuit have a rule like that?

Students are encouraged to consider whether the moral rules of a social group are partly the result of the physical circumstances in which they live.

References and background information

Lesson 1

- Image 1: Inuit Culture Education, Isuma TV, <http://www.isuma.tv/en/inuit-culture-education/how-we-live>
- Image 2: Caribou bulls in velvet public domain picture in gallery <http://www.copyright-free-images.com/fauna-animals-copyright-free-images/deers-copyright-free-images/caribou-and-reindeer-free-images/caribou-bulls-in-velvet.jpg.html> " Caribou bulls in velvet by John Sarvis, U.S. Fish and Wildlife Service
- Image 3: <https://commons.wikimedia.org/wiki/File:Inuit-Igloo.tif> Library of Congress Prints and Photographs Division, Washington, DC 20540. Rights Advisory: No known restrictions on publication. No copyright renewal found, 2009
- Image 4: Inuit Culture Education, Isuma TV, <http://www.isuma.tv/en/inuit-culture-education/how-we-live>

Additional information for teachers on Inuit can be found at (for interest only, not essential reading): <http://bit.ly/LM9O7i> , <http://bit.ly/KYDOIK>

<http://www.der.org/films/at-the-spring-sea-ice-camp.html>

<http://arcticcircle.uconn.edu/Museum/Anthropology/Kaktovik/story.html>

Lesson 2

Image 5: Inuit Culture Education, Isuma TV
<http://www.ih.k12.oh.us/ps/inuit/inuithouses.htm> (accessed 28/06/2012)

Lesson 1: The Inuit

For this lesson you will need

- Images 1 - 4

About the Inuit

3 minutes

👏 Who knows something about the Inuit? *Allow students some time to think. It is okay if no one knows about the Inuit.*

If students do not know about the Inuit say: The Inuit used to be called 'Eskimos'. (If anyone asks, you could explain that they don't like that name, because in their language, 'Eskimo' means 'he eats it raw', and they think that's insulting.)

Ask the following only if students did not raise the following in response to the above question. If students do not know the answers say 'that's okay, we're about to find out'.

- 👏 Where do the Inuit live?
- 👏 What is the climate like?
- 👏 What do the Inuit eat?

Show Image 1.



Information about the Inuit

10 minutes

The Inuit live close to the North Pole. *If there is a globe of the world in the classroom, you could point to the area.* It's very, very cold. Their land is a land of snow and ice. In the winter, even the sea is frozen. In the summer, the sea ice melts, and so does the snow on some of the land. But, even in summer, if you dig down just three centimetres, (everyone show me what three centimetres looks like) that's right and if you dig down just three centimetres into the soil, the soil is frozen - it never thaws out. So not much can grow. You can't grow vegetables or fruit or wheat or rice. And there are no trees.

In the past, the Inuit lived entirely off the land. There were no shops. They had to hunt and fish for their food. And they had to make their houses and their clothes and their tools from what they could find on the land or in the sea. We call these people the traditional Inuit people. It's different now. The Inuit live in towns, they have shops, electricity, roads and cars, just like we do. But we are going to be thinking about the traditional Inuit people.

- 👏 *If this was not already covered:* What sort of food do you think the traditional Inuit people ate?
- 👏 The Inuit found a lot of their food in the sea. Apart from fish, what sort of sea creatures do you think they caught?

Allow students time to answer this question, if students cannot answer it, suggest some thinking time and only ask the following questions if still needed:

- *Might they have caught seals?*
- *What about whales?*

There are whales in the seas where the Inuit fished - Bowhead whales.

- 👏 Does anyone know how big these whales are?

They are 18 metres long.

- 👏 How long is that - as long as the classroom or more?

And each whale weighs as much as 20 elephants.

👉 Do you think the Inuit hunters would have been able to catch a Bowhead whale?

The Inuit hunters did catch whales - all the men in the village helped with the hunt. When they caught a whale they stored it in the ice until winter, because in winter it was very hard to find food. The people in the village shared the whale meat - without it, it was likely that they would starve.

In summer, the Inuit hunted on the land.

👉 What do you think they hunted?

Here's a clue. *Show Image 2.*

👉 What are they?



In summer they hunted reindeer. The Inuit people call them caribou. And they ate the caribou meat raw.

👉 Why do you think the Inuit people ate their meat raw?

👉 Have you ever eaten reindeer meat or seal meat or whale meat? ... Why is that?

Now let's think about the Inuit houses.

What were their houses made of? *Or if already discussed:* What did we say their houses were made of?

Show Image 3.



Igloos are made from blocks of ice. The ice is very hard.

Give the students time to think about each of the following questions and to discuss with the person next to them before sharing with the group:

👉 How do you think the Inuit cut the ice to make the blocks?

👉 Did they have knives?

👉 If so, what do you think they made them from? And how did they make them?

Here's a hint: *Show Image 2 again.*



When the Inuit killed a caribou, they ate the meat. But they also used the bones of the caribou to make knives, because when the bones are broken they are very sharp.

In summer, the snow and ice melted. That meant the igloos melted too. And then the Inuit had to make new houses.

👉 What do you think they made their summer houses with?

Allow students to give some ideas and then show Image 4.

👉 Can you tell what the house is made of?



Their summer houses were made from animal skins sewn together.

👉 How do you think they sewed them?

👉 Did they have needles? (If so) how did they make the needles?

As before, give students time to think about these questions and discuss them with the person next to them.

Take responses, and if this wasn't already raised by the students say: The Inuit used their cutting tools to make needles from the sharp caribou bones.



👉 And what about their clothes? *Display Image 2 again.*

What are their clothes made from? And how did they sew them? We know how the Inuit made their needles, but what about the thread? You can't sew without thread.

👉 What do you think they might have used for thread?

As before, give students time to think about this question and discuss it with the person next to them. Take responses, and if necessary, tell them: They used the ligaments of the caribou for thread.

👉 Does anyone know what ligaments are? We have them in our own bodies.

Take responses, if any, then say: Ligaments are like bits of stretchy string - and connect one bone to another.

Inuit laws

17 minutes

Now we all know something about the way the Inuit people lived. Here's some more questions. I want you to think about these in small groups before we discuss as a class.

Use your preferred method to put the students into groups of three.

Once the students are in groups read out question 1 below. Allow 1 minute for group discussion of each question and then take responses from some or all groups (as time permits). Ask the additional questions provided if the students have not already answered them, then continue on to the next numbered question.

1. Do you think they had rules or laws like we do? *Take responses, and after each ask:* What makes you think that?
2. What rules or laws do you think the Inuit people had?

Additional questions for each response:

- Why do you think they would have had that rule/law?
- What might happen if they hadn't had this rule?

3. *Unless already raised ask:* What about lying? Do you think the Inuit would have had laws or rules about lying?

Additional questions for each response:

- Why do you think they might have had those rules or laws?

4. Are the rules or laws you've suggested pretty much the same as ours? Or are they different?

Additional questions:

- Why do you think that is?

5. Can anyone think of a law the Inuit might have had that we don't have? *If someone has already come up with one, ask for further examples. Give students time to think and to talk to the other members of their group. Take responses, and after each ask:* What makes you think they would have had that law?

Here is some more information about the Inuit. The Inuit had laws about being lazy. Those members of the group who didn't help with the hunting or the fishing or the tool-making or child-minding were punished.

6. Why do you think they had that law?

Additional questions for each response:

- Do we have a law like that - or a rule? Why or why not?

The Inuit also had a law about sharing. If one family had plenty of food, and another family didn't have enough, the family with plenty had to give food to the family without enough. And if the family with plenty didn't share, they were punished.

7. Why do you think they had that law?

Additional questions:

- Do we have a rule like that? If not, why not?
- Do you think we should have a law like that? Why or why not?

End the lesson

Think about these questions during the week - perhaps ask your parents what they know about the Inuit. Next lesson we will look at answers to the questions we have raised today.

Lesson 2: Thinking about laws and punishments

For this lesson you will need

- Image 5

Remember last lesson

2 minutes

 Could someone remind us what we were talking about last lesson?

Discussion: Punishment in the Inuit community

12 minutes

Let's think about the way the Inuit people dealt with members of their community who broke their laws, and the Inuit's ideas about right and wrong and fairness

The Inuit didn't have police. When someone was caught breaking a law - say, stealing fish from another family - the whole community came together to work out what the consequences should be.

Now we are going to pretend that we are the Inuit community. Let's see if we can do that. It's the middle of winter and it's dark almost all the time, and very, very cold. Each day it is light only for a couple of hours, and it's so cold that the caribou have moved to warmer places and the sea has frozen. It is very hard to find food, and seals are about the only animals our hunters are able to catch. To catch a seal you need a group of men who are very strong and very skilled, and that's why we've all come together for the winter to help each other. Here is a picture of our group in the winter. [Show Image 5](#)



Three members of our community have broken our laws against stealing. But their crimes are all different. Our job is to decide how serious - how bad - their crimes are. In our Inuit community a crime can either be 'Bad', or 'Very bad' or 'Very, very bad'.

Now it's time to look at the crimes. I'd like you to work in pairs to try to work out how bad each crime is.

Here's the first crime:

1. Aputi has never stolen anything before. But yesterday she stole a fish from her neighbour. Her neighbour has spent many hours fishing out on the ice, and he has many, many fish-lots more than Aputi has.

How serious is Aputi's crime?

Talk to your partner and try to decide if it's Bad, Very bad or Very, very bad.

Allow 1 minute for pair-discussion.

Now the second crime:

2. Nuvuk has stolen all his neighbour's fish, and left his neighbor with very little to eat. And Nuvuk has done this before - to someone else.

Again, talk to your partner(s) about Nuvuk's crime.

Is it worse than Aputi's? Is it Bad, Very bad or Very very bad.

Again allow 1 minute for pair-discussion

3. And now for the third crime. I want you to think about this one in relation to the others: Oki has stolen his neighbour's fishing equipment. So now his neighbour cannot catch fish to feed his family. Is Oki's crime worse than Nuvuk's? Or is Nuvuk's worse? Or are their crimes equally bad?

Again allow 1 minute for pair-discussion and suggest that students look back over all their decisions to see if they want to change any of them.

Take responses, and after each response ask: 'How did you make your decision?' and then encourage discussion by asking the following procedural questions:

- Did any other pair reach the same decision? *If so:* Can you tell us how you reached your decision?
- Did any other pair come to a different decision? *If so:* Can you tell us how you reached your decision?

In real life, this is the way the traditional Inuit decided how serious a crime was: they would think about how much harm it had caused, and whether the thief had stolen before.

4. Is that the way you worked it out? Or did you think in a different way?
5. What would the Inuit say about the three crimes? Would they say they are all equally bad? Or that some are worse than others? What makes you think that?

Follow-up questions (ask as necessary):

- *Aputi stole a fish from her neighbour, and her neighbor had plenty of fish; Nuvuk stole all his neighbour's fish. Did Nuvuk cause more harm than Aputi? Or did they each cause the same amount of harm?*
- *Had Aputi ever stolen before? Had Nuvuk?*
- *Would the Inuit see Aputi's and Nuvuk's crimes as equally bad? Or would they see one as worse than the other?*
- *Oki stole his neighbour's fishing equipment, so that his neighbour couldn't catch fish to feed his family. Who caused more harm: Oki or Nuvuk? Or did they each cause the same amount of harm?*
- *Do you think the Inuit would call Oki's crime Bad or Very bad or Very, very bad? What about Nuvuk's crime? And Aputi's crime?*

Discussion: Thinking about punishments

16 minutes

Now let's think about punishments.

1. Should Aputi and Nuvuk and Oki all be punished? Why do you think that?
2. If so, do you think they should all be given the same punishment? If not, who should get the harshest punishment? And who should get the lightest punishment?

In real life, the Inuit would give Aputi the lightest punishment-perhaps just make her apologise and give her neighbour another fish - or maybe two. And they might punish Nuvuk by ignoring him. Everyone in the village would avoid him and when he asked for information or tried to start a conversation, people would respond simply with the sound 'eeee'. The Inuit would go on like this until they were convinced that his behaviour had changed and he would not behave in that way again.

They would give Oki the harshest penalty. He might be made to leave the group. And that would

make his life very, very hard. He would have to work all the time, just to survive. And he would have to do that until the group decided that his behaviour had changed. And then he would be invited to return.

3. Do you think those punishments were fair? Can you say why you think that?
4. Think about Aputi's punishment - having to apologise to her neighbour and to replace the fish. Now think about this: Suppose you have never been in trouble at school. And you've certainly never taken something that does not belong to you. But you notice that the person next to you has a pencil that is just the colour you need to finish your drawing. So you lean over and take it - and you don't give it back. But the teacher notices. What will happen?

Follow-up question (only if necessary)

- *Will the teacher tell you to give it back?*
- *Will she ask you to apologise to the person next to you?*
- *Is that like Aputi's punishment? Or is it different? And do you think it's fair?*

5. What about Oki's punishment? He was expelled from the group until they decided that his behaviour had changed. Can you think of any punishments that are a bit like that in our society?

Follow-up questions (only if necessary)

- *In our society, what happens when someone commits a serious crime- like hurting someone or robbing a bank?*
- *Why do we put people in jail? And do you think it's fair?*
- *The Inuit didn't have prisons- they didn't put people in jail. Why do you think that was?*
- *Is putting people in jail a bit like expelling Oki from the group? Or do you think it's different?Why do you think that?*

6. Now what about Nuvuk's punishment? He stays in the group but no one is allowed to talk to him. Do you think that's fair?
7. Can you think of any punishments that are a bit like that at school, or at home?

Follow-up questions (only if necessary)

- *If you keep on talking to the person next to you and mucking around and distracting the other kids, what might happen?*

Imagine this.

 It's the weekend, and Jack keeps running up and down the hallway of his house, with a cricket ball in his hand, pretending to bowl. His mum tells him to stop, but he doesn't. And then he accidentally lets go of the cricket ball and it smashes into glass that surrounds the front door. His brother, Gus, is watching. 'Jack!' their mum says, 'Go to your room! And Gus, you are not to go in there. Jack has to think for himself about what he's done.'

8. Is Jack's punishment a bit like Nuvuk's? Or is it different?

End the lesson

Next lesson we'll think about our society and whether the way we decide on punishments is the same or different.

Lesson 3: 'Same crime, different punishments.' Why would the Inuit have a rule like this?

Remember last lesson

2 minutes

 Could someone remind us what we were talking about last lesson?

A lighter punishment for some

5 minutes

Remember Oki, who stole his neighbour's fishing equipment. He was expelled from the group until they decided that his behaviour had changed.

What if he wasn't the only one to steal his neighbour's fishing equipment? What if Pakak did too - his crime was just the same as Oki's. But Pakak was the best hunter in the group. He was the strongest and the cleverest, and he always led the hunt. And so he was very important to the community.

1. What sort of punishment do you think the Inuit would have given Pakak?

The Inuit didn't give Pakak the same punishment as Oki. Instead, they gave him the 'being ignored' punishment- a much lighter punishment.

Use procedural questions to facilitate a discussion

2. Why do you think Pakak got a lighter punishment?
3. Was that fair?

Thinking about school rules

13 minutes

Is this the way our laws and rules work? Let's look at some examples of school rules.

Example 1: Jess

 Suppose that in Jess's classroom one of the rules is 'No talking when the teacher is speaking to the class.' Now suppose that her teacher is explaining a Maths problem and at the same time Jess is whispering to her friend Matt who is sitting next to her. The teacher looks at her and she stops. But in a minute or two she starts up again. This time the teacher looks at Jess and says, 'I'm sorry Jess, you know the rules and you know the consequences of breaking them. You will have to move seats now, and you will have to pick up papers at recess time.'

Now suppose Matt says to the teacher, 'But Jess is the best speller in the class. So you shouldn't make her pick up papers'.

1. Jess is the best speller in the class. Does that mean the teacher shouldn't make her pick up papers?
2. What do you think the teacher will say to Max?

Example 2: Matt and Thanh

 Suppose that Matt is the best T-ball player in the school team. The team has made the grand final and it is the last practice session before the match. The coach has a 'no put-down' rule, and he is very strict about it: no one is allowed to make fun of another player. Anyone who does is dropped from the team for the next match. During practice, one of the kids, Thanh, fumbles what should have been a very easy catch, and Matt makes fun of him. The coach

notices, and says, 'You know the rules, Matt. I'm afraid you won't be playing in the grand final.'

1. Matt is the best player in the team, and it's the grand final. Should the coach have let Matt play, even though he'd broken the rule? Or should the same rules and consequences should apply to everyone in the team? Why do you think that?

Example 3: Tim's competition

 Tim's school has entered this year's 'World of Trivia' competition. And they've chosen Tim to be captain of the team. It's going to be hard to win- schools from all over Australia are taking part, and there are 600 teams altogether. And only one team is going to win.

There are three other kids in Tim's team: Jake, Erin and Intan. Jake is a maths whiz, Erin is so good at spelling that she hardly ever loses a mark in tests and Intan knows all sorts of things- like the names of the capital cities of almost every country in the world, and what each of those country's flags look like and all the Prime Ministers Australia has ever had and all the presidents of America - and lots more too. And Tim's favourite subject is science, and he knows all about space and about atoms and how planes fly - and about the Large Hadron Collider. And he knows a lot more too.

They make a good team, because in the World of Trivia completion they ask you science questions and maths questions and ask you to spell really hard words- and they test your general knowledge. (That's where Intan comes in.)

Two weeks ago, Tim's team competed against 50 different schools. And guess what? They won! That made them the Southern area champions. And last week they competed against all the other area champions in NSW- and ... they won!! Now they're the State champions! And there's only one more competition left: they have to play the other State champions. And that competition is held in Canberra.

Everyone in Tim's school is very excited. But then something awful happens. At recess, Tim and his friend Alex are mucking around with a soccer ball. They're dribbling the ball and running with it - and kicking it up in the air - until Tim he kicks it much too hard and the ball flies up towards the classroom window. And then there's crash - it's like an explosion - the window shatters, and sharp splinters of glass fall everywhere.

And then Mr. Smith comes around the corner.

'Tim! Alex!' he says. 'Look what you've done! It's lucky no one's been hurt. Imagine if one of those spikes of glass had hit someone. Look how sharp they are! You know you're not allowed to kick a ball so close to the widows. There are strict rules about that- and I hope that now you can see why.'

'And', Mr. Smith goes on, 'there's a strict penalty too. And you know what it is - for the rest of the week you will both stay in at lunchtime and help the teachers with whatever jobs they give you.'

'But I can't!' says Tim. 'I have to go to Canberra tomorrow - to the World of Trivia' final.'

'And I can't either', says Alex. 'I promised Olivia I'd help her with her goal-shooting tomorrow at lunch.'

Use procedural questions to facilitate a discussion around the following questions.

1. Should Mr. Smith keep Alex in at lunchtime tomorrow, and for the rest of the week, even though it would mean Alex breaking a promise?
2. Should Mr. Smith keep Tim in at lunchtime for the rest of the week, even though it would mean Tim missing out on the World of Trivia final?
3. Should Mr. Smith treat Tim and Alex differently? Or would that be unfair? What makes you think that?

Back to the Inuit

10 minutes

Now let's think about the Inuit again.

Use procedural questions to facilitate a discussion around the following questions:

1. Was it fair that the leader of the hunt got a lighter punishment than everyone else?
2. Why do you think the Inuit gave a less severe punishment to Pakak, the leader of the hunt?
3. If you were one of the Inuit trying to work out whether or not to give the leader of the hunt a less severe punishment, how would you decide?
4. Do you think it was the right thing for the Inuit to do?
5. Could it be that it is the right thing for the Inuit to do, even if it's not right for the T-Ball coach to let Matt play in the grand final?
6. Is it possible for something to be right but not fair?

End the lesson

You might like to keep thinking about the reasons why some of the Inuit laws and customs are similar to ours and why some are different - and you could talk about your ideas with your family and friends.

~~~END OF TOPIC~~~

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