# **Lesson 1: What is Racism?**

**Learning Areas**: PDHPE Life Skills; English Life Skills.

**Stage:**  Stages 4-5

**Learning intention**

To learn about what racist behaviour is and to be able to identify it when we see it at school, at home, online, or in the community.

**Success criteria**

Students can explain what racism is and provide some broad examples or situations of how individuals might be discriminated against based on race (including indicators such as food, language, skin colour, religion, culture or heritage).

## **Introduction**

These resources have been developed to support delivery to students accessing a Life Skills curriculum across stages 4-6.

### **Worksheets and teacher notes**

1. Activities 1-3 are supported by slides on the associated PowerPoint. See the notes section of individual slides for more information and discussion prompts that can be used with the class.
2. Worksheets: *Activity 1 All About Me* to be used in Activity 1.
3. Worksheets: *Activity 5 Differentiated Cloze Passage Individual and Systemic Racism* to be used in Activity 5.

## **Suggested Activities**

Below are a range of suggested activities to explore the concept of racism in a stage 4-6 Life Skills educational setting. Worksheets for activities 4 and 5 have been differentiated to accommodate different learning needs.

### **Activity 01: *Brainstorm -* *What do we already know about racism?* (visual prompt on slide 3)**

Gauge student understanding of topic at the start of the lesson by asking some broad questions. Remind students to be respectful and steer responses away from personal experiences or individual people. Discussion questions:

* + Who experiences racism?
	+ Where does racism happen?
	+ Does racism only happen online, or can it happen at school too?
	+ Why is racism a problem?
	+ Have you heard of the term ‘bystander’?
	+ What could you do if you see racism happing at school/at the shops/online?
1. **Activity 02: *Let’s talk About Racism* (1:45) and *True/False Game*. Slides 7-19 (15 mins)**

Watch the first two segments of the Australian Human Rights Commission’s video about racism. Use this information to guide students through the True or False game embedded in the slides.

Game directions:

1. Instruct students to stand up wherever they are in the room so long as they can see the slides.
2. Teacher reads the statement aloud from the slide.
3. Students choose to respond with ‘true’ by placing their hands on their head, or ‘false’ by placing their hands on their hips.
4. After revealing the answer, teacher reads explanations aloud to students or prompts them to share why they responded the way they did.
5. **Activity 03: *The Different Shapes that Racism Can Take.* Slides 20-21(5-10 mins)**

In this activity, ask students to come to the board and select - by pointing or shading in with a whiteboard marker- the different shapes that they think racism can take. ​

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Use the following discussion points to support student reflection on these forms of racism: ​

* Is racism Intentional or can it be unintentional?​
* How jokes, which are supposed to be funny, can cause offence or hurt​
* The kinds of places that these forms of racism may come from – e.g. media,

 online, memes etc. ​

* How might government policies perpetuate inequalities?​​

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1. **Activity 04: Differentiated *Glossary Activities.* Slide 22 (15 mins)**

Select an appropriate activity from the Differentiated Glossary Activities pack to support students to better understand terms that will be used throughout the unit.

1. **Activity 05: Cloze Passage- *Exploring Individual and Systemic Racism.* Slide 23 (10 mins)**

Use this literacy activity to explore the distinction between individual and systemic racism. Two levels have been differentiated.

### **Related Resources**

The following websites may be helpful for further information about racism and racism in schools.:

1. [Racism. No Way!](https://racismnoway.com.au/) website
2. [Lets talk about racism](https://youtu.be/NyXVdit9cDc) from the Australian Human Rights Commission
3. [All Together Now](https://alltogethernow.org.au/racism/racism-in-schools/how-to-discuss-racism-with-children/) organisation
4. [Bullying and Racism](https://caring.childstory.nsw.gov.au/everyday-caring/culture-identity-and-life-story-work/bullying-and-racism/chapters/what-is-racism) from the NSW Government Department of Communities and Justice
5. Exploring [systemic racism](https://kids.britannica.com/kids/article/racism/632495) though the Kids Britannica