# **Lesson 2: Impacts of Racism**

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

**Stage:**  Stages 1-3

**Learning intention**

To identify feelings and build empathy for others. Students learn about how racist behaviour can impact those who experience it. This lesson has a focus on understanding prejudice and bias, as well as perspective taking and empathy.

**Success criteria**

Students understand the impact of racism on those who experience it and can use a range of strategies to exercise empathy and perspective taking.

## **Introduction**

These resources have been developed to support delivery to students accessing a Life Skills curriculum across stages 1-3.

### **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: *Emotions Flash Cards* is a differentiated worksheet to be used in Activity 1.
3. Activity 3 will require access to a copy of *Goldilocks and the Three Bears* to read to the class.
4. Worksheets: *Bias or Fair?* Print copies of the sign cards for students to decorate or colour for activity 4. They can hold them up or lay them flat on the table and point to indicate their understanding.

## **Suggested Activities**

Below are a range of suggested activities to explore the concept of racism in a stage 1-3 Life Skills educational setting. Some worksheets have been differentiated to accommodate a range of learning needs, further teacher-led differentiation can be utilised, for example: pair work, small groups, peer reading, working with support staff, providing visuals which are suitable to the educational context or using assistive technologies.

### **Activity 01: *Emotions Flash Cards.* Slide 4 (15 mins)**

### This activity aims to establish and reinforce student understanding of a range of emotions. The resources are based on 6 emotions, however, this can be extended or reduced according to the needs of the students.

### Select differentiated worksheet from levels 01-03

### Prompt students to use their face to demonstrate the emotions and make connections to a time or scenario when they may have felt that emotion.

Flash Cards can be used for Activity 02.

### **Activity 02: *Identifying Emotions: How Would They Feel? S*lides 5-12 (15-20 mins)**

This activity aims to support students in identifying emotions and preparing them for further perspective-taking exercises.

* + Start by re-capping what racist behaviour is from last lesson as ***when people treat others badly or unfairly because of the colour of their skin or where they come from.***
  + Brainstorm what feelings or emotions someone might experience if they are the victim of racist behaviour.
  + Prompt students to hold up their emotions flash cards to demonstrate their understanding and perspective taking.
  + Call on students to justify their response.

Use the following questions and points to prompt discussion and responses

* + *This or That* questioning. E.g., would someone feel happy or sad if a classmate made jokes about the food they had for lunch? Would someone feel isolated or welcomed if they weren’t invited to play at lunch because of the language they speak?
  + How would you feel if someone treated you differently or unkindly?
  + Have you ever witnessed someone being treated unfairly because of their race? How did it make you feel?
  + How do you think someone might feel if they were excluded or left out of games, activities or conversations because of their race? How would you feel in that situation?
  + Focus on vocabulary such as “excluded”, “hurt”, “angry”, “confused”, “isolated”, “frustrated”, “embarrassed” in discussion and questioning.

Students can be invited to share their responses either verbally, written or using flashcards from Activity 1.

### **Activity 03: *Understanding Prejudice: Goldilocks and the Three Bears.* Slide 13 (50 mins)**

This activity can be done over multiple sessions.

This activity is designed to support students in distinguishing between facts and opinions. Use this opportunity to explore the order of adjectives in grammar – fact adjectives come before opinion adjectives. E.g. *a small, comfortable chair* or *hot, delicious porridge.*

* Explain to students that sometimes our opinion or what we think about something or someone is incorrect and unfair. Elicit some examples.
* Read or tell the story of Goldilocks and the Three Bears. Ask the students what the author thought of Goldilocks. Tell the students that some people think that Goldilocks was naughty. What are some other possible opinions? (destructive, untrustworthy, sneaky, rude etc.)
* Discuss with the class: “If Goldilocks’ parents thought that she was naughty and untrustworthy how might they treat her?”
* What are some other explanations for her behaviour? What would Goldilocks say?

*she had run away from home and was looking for somewhere to stay.  
She was lonely and was looking for someone to play with.  
She was hungry, so she ate the porridge.  
She didn’t break the chair. It was already broken.  
She’d been up all night looking after her sick sister, was tired and hungry and was looking for food and shelter.*

* Invite one student to be Goldilocks. Ask other students to interview Goldilocks about her experiences. e.g. Why did she go into the woods?
* As a whole class rewrite the story from Goldilocks’ point of view giving the real reasons for her behaviour.

**Extension:** this activity can be adapted to use other fairy tales such as Snow White and the Seven Dwarves or Hansel and Gretel as they provide opportunities to explore fair and unfair behaviour

1. **Activity 04: *Biased Scenarios*. Slides 14-25 (20 mins)**

Alternative discrimination scenarios may be substituted in this activity where appropriate.

* Students cut around the word signs *bias* and *fair*. Following the discussion, they can decorate them or colour them (e.g. red and green) to support their understanding of biased and fair. Signs can be stuck to paddle pop sticks as a handle, held up with hands or pointed to in order to show understanding.
* As a class or in small groups led by a staff member, read the scenarios and ask students to show their understanding of whether the individual in the situation is experiencing biased or fair treatment.
* Ask students to share what emotions they would feel if they were experiencing this scenario. They can be prompted to refer to the feelings flashcards from Activity 1.

1. **Activity 5: *Class Commitment.* Slide 26 (50mins)**

This activity can be conducted over multiple sessions.

This activity is intended to prompt reflection on the impact of bias and prejudice, and the ways in which racism can make individuals feel. Students are invited to contribute to a document which outlines the class commitment to be inclusive and welcoming to everybody.

* Ask students to reflect on the fact that while we are all similar, we each have different experiences, qualities and strengths. Reflect on the nature of unfair and prejudiced behaviour.
* Start with an opening sentence similar to: *In (name of class) we welcome all learners to our class.* Then support students to develop their own sentence committing to equality, inclusivity and understanding. Students can work individually or in pairs to develop ideas. Some examples could be:

*We celebrate the differences that make us unique and special.   
We learn about other cultures and languages different to our own.   
We don’t judge others because they are different.  
We are friendly and welcoming to new people.*

* Support students to create an artwork to accompany each sentence on an A4 page, using crayon, textas or paint.
* Collate the sentences and their corresponding artwork into a book or banner to display and share their commitment to inclusivity. Regularly refer to this resource and share with the school community to reinforce students' commitment to inclusivity and anti-racism.
* Draw on the expertise of language teachers or community members to help translate the Class Commitment document into relevant languages in the community so that it can be shared and encourage students to share family or community responses with the class.

### **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. [Racism Stops With Me](https://itstopswithme.humanrights.gov.au/take-action/bystander-action) website
3. [Lets talk about racism](https://youtu.be/NyXVdit9cDc) from the Australian Human Rights Commission
4. [All Together Now](https://alltogethernow.org.au/racism/racism-in-schools/how-to-discuss-racism-with-children/) organisation
5. [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
6. Exploring [systemic racism](https://kids.britannica.com/kids/article/racism/632495) though the Kids Britannica