# **Lesson 3: What Can You Do**

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

**Stage:**  Stages 4-5

**Learning intention**

To learn about how racist behaviour can impact those who experience it. This lesson has a focus on perspective taking and empathy, as well as demonstrating positive citizenship in what to do when racism is observed or experienced.

**Success criteria**

Students understand the impact of racism on those who experience it and can use a range of strategies to manage racism if it is observed or experienced.

## **Introduction**

These resources have been developed to support delivery to students accessing a Life Skills curriculum across stages 4-5.

### **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. Worksheet: *Activity 3 Upstander Scripts* to be used in Activity 3.

## **Suggested Activities**

Below are a range of suggested activities to explore the concept of racism in a stage 4-5 Life Skills educational setting.

**Activity 01: *Perspective taking* *Discussion.* Slides 4-6(10 mins)**

Prompt students to reflect on times they have seen racist behaviours happen at school, online or in the community (support students to de-identify their stories as needed and focus on the incident).

Use the following discussion points to support them in perspective taking:

* + *Why* do you think this might have happened?
	+ *How* do you think the person being unkind felt when they said/did it?
	+ *What* could they have done differently?
	+ *How* do you think the victim felt?
	+ *How* did you feel seeing or hearing about this incident?

**Activity 02: *Think, Pair, Share. S*lides 7-8 (10 mins)**

Provide students with a scenario appropriate to their context (some suggestions are below). Prompt students to talk to their partner and discuss the following, then share with the class:

* + How would the person experiencing it feel?
	+ Who would be a trusted person to help?
	+ Are there any reporting methods you can use to support them?

**Possible scenarios:**

Adapt these based on the context of the class or come up with your own.

* + *You overhear a group of students making fun of someone’s name.*
	+ *You witnessed a student in your class who didn’t get up for another passenger on the bus home from school.*
	+ *You’re playing an online game at home in the evening with a group of friends from school. One friend suggests everyone quit and start a new game without a particular student included.*
	+ *You are watching your brother play soccer on the weekend and you overhear a parent making a racist comment about the referee.*

**Activity 03: *Upstander, not a Bystander.* Slides 10-16 (20 mins)**

Read slides with students to develop an understanding of the concept of the bystander and the different roles of the bystander when they witness racism. Students workshop some possible strategies they can use as an *assistant* or *upstander* if they witness racism. Then complete the role-play activity as follows:

1. Divide class into small groups and provide copies of scripts. Scripts are differentiated into 3 levels, with level 3 allowing for students to collaborate and write their own dialogue to resolve the scenario.
2. Students study the scripts, nominate roles and rehearse. Students can present to the teacher, peers or the class.
3. Once the scripts have been presented, call students back to reflect and discuss upstander behaviour as a class.

Some prompting questions could include:

* *What do you think it means to be an upstander? How is it different from being a bystander? Why do you think it's important to be an upstander?*
* *Have you ever faced a situation where you wanted to stand up for someone or speak out against something but didn't? What held you back, and what could you have done differently?*
* *How can you support your friends or classmates who might be experiencing bullying or discrimination? What actions can you take to make them feel safe and supported?*

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1. **Exit Slips: *strategies to be an upstander.* Slide 17(10 mins)**

Consolidate learning by reinforcing strategies that students can use if they witness racism in a range of contexts, including; in class, on the playground, in the community or online.

* 1. Distribute approx. 5 coloured cards or stick notes to students.

2. Provide generalised situations from the list below where racism can happen, or prepare your own (avoid using language in the examples that might inadvertently equip students with insults or slurs).

3. Students write a single word or short sentence response indicating a possible course of action. E.g., “report”, “tell the teacher”, “get help”, “raise awareness”, “talk to an adult”, “speak up”.

1. Have students come to the front and stick them on the board around the text on slide 19.

Some possible scenarios to prompt student responses could include:

* *Some older students at school tell the year 8 students not to let a certain student play sport with them at lunch because of their race or cultural heritage. This student is accused of playing unfairly.*
* *In the school hallway, a group of students make fun of a new student from a different country, mocking their accent and language skills.*
* *During an online gaming session, players use racial slurs and offensive comments to target a teammate with a different cultural background.*
* *A teacher in a community workshop dismisses a student's ideas solely based on their ethnicity, assuming they can't contribute meaningfully.*
* *At a school event, a student is excluded from a group photo because of their race, leaving them feeling isolated and hurt.*
* *Online, a teenager receives anonymous messages filled with racial slurs and hate speech, causing them to feel distressed.*
* *A community store owner refuses to serve customers from a specific racial or ethnic background, openly displaying discrimination.*
* *During a sports match, spectators shout racially insensitive comments at players, creating a hostile environment for the athletes.*
* *In a social media chat group, teenagers share offensive memes and jokes that target a particular racial or ethnic group, perpetuating harmful stereotypes.*

### **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