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

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

**Stage:**  Stages 1-3

**Learning intention**

To empower students with knowledge and strategies they can use when they witness racism at school, in the community and online.

**Success criteria**

Students feel confident in their ability to identify and act appropriately when they witness racism in their lives.

## **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. Activity 1 (slide 7) can be printed for students to cut and paste their responses, or staff can support students by dragging and dropping the statement into the correct box on the slide. A number of boxes have been left blank to adapt to your educational context.

## **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: *Think it or Say it.* Slides 5-7 (15 mins)**

This activity is designed to encourage students to consider the consequences of their actions through perspective taking and empathy. Sometimes we say things in our conversations before we think about the consequences. What we say could be hurtful or make others feel sad or singled out for difference. This activity encourages students to think first, before they speak.

Prompt students to think about how comments can have consequences by considering the following:

* How it could make others feel?
* Do we really mean it?
* Will you feel good after saying it?
* Is this the best way to say it?

After discussing consequences, students are asked to consider a range of statements on slide 7 and decide whether they should be said without needing to think first, or they should think about it first before saying it.

Help students to drag the comments into the correct category on the slides. This slide can also be printed for students to cut and paste their answers. Use questioning strategies to have students support their responses, and discuss alternative statements or comments that could be used instead.

### **Activity 02: *Who Can I Ask for Help? S*lides 8-9 (15-20 mins)**

This activity aims to support students in identifying individuals or strategies in their context who can support them when they witness racism in a number of different contexts. Brainstorm as a class who students can ask for help. This can be general (e.g. teachers, parents etc.) or specific (e.g. naming specific teachers or family members), depending on the context. Extend students by discussing strategies they can use if they witness racism online, such as using report functions on apps.

Use worksheet 01 for students to draw and label members of their safety network to display in the classroom and refer to if they need help.

1. **Activity 03: *Actions (communication skills).* Slides 10-13 (5 mins)**

This activity is designed to support students to develop their communication skills in order to speak up when they see racism happening at home, school, in the community and online. The slides prompt students to practise phrases they can use if they see unfair treatment of others, take the perspectives of others and take action when they witness racism.

This activity will help prepare students for Activity 4, where they will look more closely at their support network and who they can ask for help.

### **Activity 04: *Scenario Role Play/Discussion.* Slides 14-20 (30 mins)**

This activity can be facilitated as a class using the slides or in small groups using the cards in Activity 04 worksheet.

Describe the scenario to students and prompt them to role play the following:

* Speaking up to peers and adults
* Checking in with their peer
* Asking for help from a trusted adult

Scenario 5 is blank in order to create a context-specific example that students can explore.

### **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