

2025
Revised Edition

**WITHOUT
PREJUDICE
HANDBOOK**

Towards a Harmonious Society



**B'nai
B'rith**
New South Wales

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INTRODUCTION

These EXERCISES are designed to assist teachers in their efforts to build a more harmonious school environment and to educate Australians who will enter society without prejudice.

The vision for a caring and compassionate Australia, promoting understanding, tolerance and inclusion as outlined in the National Framework for Values Education in Australian Schools, is one to which most teachers are committed.

The tasks in this resource **address the core aims of the curriculum and help students think about the ways in which they can help create a more accepting Australian society and combat racism in all its forms.**

Specifically designed for Year 5 - 6 learners, this resource is also suitable and easily adaptable for Years 7 and 8. The material contained in this book is suitable to be taught as a single unit of work in the HSIE program for Year 5 or 6. It can be taught intensively, in a block of teaching, or spread throughout the term or the year. The material can also be used selectively by the teacher, to respond to identified needs.

Reaching children as they approach adolescence is essential if we are to change attitudes.

Exercises

- 01 Valuing Diversity
- 02 Accuracy of Perceptions
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- 04 Cultural Diversity in Australia
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A Message from a Child Holocaust Survivor, Ernie Friedlander OAM

“I should not be here to tell you this story, most Jewish children did not survive the Nazi occupation of Europe.”

We know how tremendously difficult it is to teach, the classroom is always a challenging place, but most teachers choose to be teachers because they are passionate about education. So are we.

Almost all of us are lucky enough to remember a teacher who changed us. Maybe they inspired our love of maths, or gave us the key to the music room so we could practice after school, or maybe they taught us the power of stories...

We revised this booklet during the COVI-19 Pandemic, a challenging time, particularly for the younger generation. We still don't know what the enduring impact will be. What we sadly are aware of is that across the world there have been spikes in racism and bullying. Even Australia, the country that prides itself on giving everyone a 'Fair go' has seen an unprecedented rise in people being subjected to racist abuse online and in person.

This book is designed to assist teachers in their efforts to build a more harmonious school environment and to educate Australians about how we can all contribute to creating a society without prejudice.

I was born in Europe in 1935 into a Jewish family. I should not be here to tell you this story, most Jewish children did not survive the Nazi occupation of Europe.

In 1944, when I was 9 years old, my mother and I were forced, with several hundred other women and children on a march. What survivors of the Holocaust would later call DEATH MARCHES.

The final orgy of violence from which very few Jews lived to tell the tale. A German soldier who was marshalling us, felt sorry for us and he told my mother how disgusted he was at what was happening. As it was getting dark, he whispered to my mother that we were approaching a curve in the road and that we should pretend to tie our shoelaces and, at an appropriate moment, disappear down the slope.

His action saved our lives...

I regret that I never had the opportunity to offer that soldier my sincere appreciation for saving our lives under extremely dangerous conditions. However, this valuable lesson taught me the power of individual actions and to never prejudge someone but always, always consider people on their individual merits and behaviour.

This man did something that millions of Europeans did not do, he saw a mother and a child and he cared. And then did something even more remarkable, he acted.

This book is a product of the hope that we can create a better future and that within all of us in a profound capacity for empathy and compassion and, most importantly, the power to act.

We hope that you, the teacher will collaborate with us in helping stop racism by incorporating some of these programs into your classroom programs.

Ernie Friedlander OAM,

Holocaust Survivor

Chairman of Moving Forward Together

A Message from a Rwandan Genocide survivor, Noël Yandamutso Zihabamwe

I would like to start this forward message by expressing my sincere privilege to have known Ernie Friedlander OAM.

My name is Noël Yandamutso Zihabamwe, I was born in Rwanda, and lost many family members, including my parents and extended family members in the Rwandan war and genocide.

I am currently the Chair of the African Australian Advocacy Centre. I am also the co-author of a book based on my experiences that is called One Thousand Hills.

As a former refugee and genocide survivor, it's very important to tell our past lived stories and testimonies because I believe it's only by understanding the terrible and tragic events of the past that we can prevent similar events happening again in the future.

I fully agree with Ernie's statement about his book that "This book is a product of the hope that we can create a better future and that within all of us in a profound capacity for empathy, compassion and, most importantly, the power to act".

I salute Ernie's courageous and outstanding work

to promote harmony among many communities. His commitment to social justice and fighting against racism is an example for all of us to stand up against racial prejudice and injustice of any form.

My lesson from Ernie is that we should all strive to build a society beyond racism and discrimination, where we all exercise our fundamental human rights.

Noel Zihabamwe, Rwandan Genocide Survivor

Founder/chairperson | African Australian Advocacy Centre (AAAC)

01

EXERCISE 01: Valuing Adversity

Essential Question

How do our perspectives shape who we are as individuals and influence our behaviour?

People perceive differently.

Curriculum Link *Intercultural Understanding*

"Intercultural understanding capability focuses on helping students to develop knowledge, skills, behaviours and attitudes that enable them to appreciate and respect others from different communities and cultures... interacting and empathizing with others from different cultures."

Department of Education

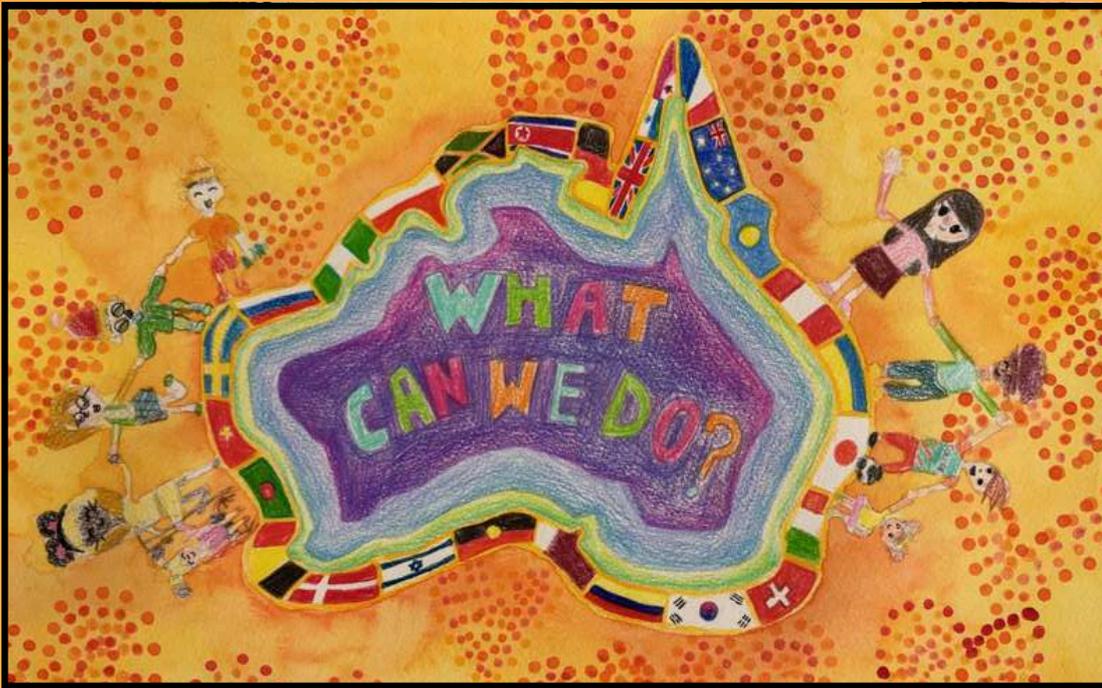
<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Enduring Understanding and Answer:

To help students understand that people have different perceptions of the same experiences.

Essential Question:

How do our perspectives shape who we are as individuals and influence our behaviour?



Ailee Kim
Murray Farm Public School
Year 3

Learning Task

1. Choose vivid, action-filled pictures, text excerpts, or video clips for your classroom. Some suggested resources are:

- Film Clip: The song by QUEEN, Bohemian Rhapsody [QUEEN, Bohemian Rhapsody \(1975\)](#)
- Film Clip: Three minute excerpt from the climax of the film Toy Story (2010)
- Text: Excerpt from the Book Harry Potter and the Goblet of Fire: The Triwizard contest Rowling, J. K., Harry Potter and the Goblet of Fire. New York :Scholastic, 2002. APA. (2002) [WATCH](#)
- Film Clip: Captain America Civil War action fight scene between the different Avengers in the airport
- Image: Picture from the book The Eleventh Hour: A Curious Mystery., Base, Graeme. The Eleventh Hour: A Curious Mystery. New York: Harry N. Abrams, (1993) <http://graemebase.com.au/book/the-eleventh-hour/>
- Artwork/Image: [Battle scene](#) from Sino-Japanese War 1894, Toyohara (Yoshu)Chikanbu, Japan, Art Gallery NSW

2. Show the students the picture or video clip and ask the students to write down the three most interesting things about it. Have them rank their choices in order of importance. Ask students to share their choices with the class and to briefly comment on why they made the choices they did.

3. Try using this thinking routine [thinking with images](#) with your students to notice the different ways in which everyone watched/examined the same stimulus, and the great diversity in what students found interesting or important in the source. Ensure that students know that there are no right and wrong perspectives or answers.

4. Discuss with the students the role that diversity in perception and opinion plays in our lives. You can use Lenses for Dialogue thinking routine to support your students in considering the advantages and disadvantages of a world where everyone sees things the same way.

5. Follow up with an opportunity for students to express their 'diversity' through creative writing or in the visual arts.

02

EXERCISE 02: Accuracy of Perceptions

Essential Question

In what ways do stereotypes and assumptions impact how we view others?

Respecting different cultures.

Curriculum Link

Intercultural Understanding

"Intercultural understanding capability focuses on helping students to develop knowledge, skills, behaviours and attitudes that enable them to appreciate and respect others from different communities and cultures... interacting and empathizing with others from different cultures."

Essential Question:

In what ways do stereotypes and assumptions impact how we view others?

Department of Education

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Enduring Understanding and Answer:

Students will be able to recognise that we all make assumptions and that it is easy to judge but much harder to hold back assumptions based on preconceived ideas.



Buncha Park
Chatswood High School
Year 11

Learning Task

1. Choose two images from pop culture, one a villain and one a hero. Some suggested resources are:

- Hero: Drawing of [Superwoman](#) or [Belle](#) from Beauty and the Beast
- Villain: Drawing of [Scar](#) from The Lion King or the [evil witch](#) from Snow White and the Seven Dwarves

2. Set up your classroom for a [Graffiti Board](#) activity. Have students scribble down characteristics of the hero and villain. Ask students to then add commentary to the graffiti board to show their thinking, which could include:

- the ways in which the artists conveyed these characteristics to the audience
- the reasons why artists would want us to know who is a villain and who is a hero
- why do villains and heroes exist

3. Shift your students' thinking towards two international personalities. You may want to include the current Pope or famous Australian sportsperson, or the current Australian Prime Minister. As a group find out whether students know the answer to any of these questions:

- their favourite foods
- whether they play a musical instrument
- if they are scared of heights
- if they believe in God
- whether they have any children

Repeat the same activity of leading the class to explore the reasons for their answers and why they knew the answers to some of the questions why others were a complete guess or unknown. As you debrief, guide your students to consider the link between

the accuracy of their perception of another person and their knowledge of that person.

4. Discuss with the students how accuracy in perception is a function of how well students know the person. Have them make a list of three things they think each of the following groups might like/dislike. In small groups, they can discuss their lists and the thinking behind them. Other students should be encouraged to explain why some guesses may be more accurate than others.

- Another student (same age) in their school.
- Another student (same age) in another school in Australia
- An Australian (same age) living in an indigenous community
- A student (same age) in Canada
- A student (same age) in Iraq
- A person (same age but not in school) in Iraq

03

EXERCISE 03: Perception and Frame of Reference

Essential Question

How do beliefs, ethics, or values influence different people's perspectives?

Creating an Understanding.

Curriculum Link

Intercultural Understanding

"Intercultural understanding capability focuses on helping students to develop knowledge, skills, behaviours and attitudes that enable them to appreciate and respect others from different communities and cultures... interacting and empathizing with others from different cultures."

Department of Education

Enduring Understanding and Answer:

Students will be able to understand that a person's perception or judgment of something or someone is greatly influenced by one's frame of reference (i.e.; values, beliefs, experience, country)

Essential Question:

How do beliefs, ethics, or values influence different people's perspectives?

04

EXERCISE 04: Cultural Diversity in Australia

Essential Question

What does it mean to feel or be a minority?

Diversity in Australia

Curriculum Links

Contributing to healthy and active communities
Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)

Contributing to healthy and active communities
Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)

The role that a significant individual or group played in shaping a colony (ACHASSK110)

Department of Education

Enduring Understanding and Answer:

Students will become more aware of the diversity of and within Australia's population



Joelle Jung
Cabramatta High School
Year 12

Learning Task

1. Provide a redacted copy of the last [Australian Census](#) to students. Blank out the name of several of the countries and ask the students to fill in the blanks.

Table: Top 5-10 birthplaces of the Australian population 2016

Map Country Persons % Total population

Australia	15,614,835	66.72
England	907,570	3.88
New Zealand	518,466	2.22
China	509,555	2.18
(excludes SARs and Taiwan)		
India	455,389	1.95
Philippines	232,386	0.99
Vietnam	219,355	0.94
Italy	174,042	0.74
South Africa	162,449	0.69

Australian Census Board (ABS) 2016
<https://www.abs.gov.au/websitedbs/censushome.nsf/home/2016>
 Date accessed 11/03/2022

2. Debrief with students why they chose the countries that

they did and why Australia is so diverse. Lead them to consider what push/pull factors may influence people to live in Australia.

3. Provide students with the definition of 'minority'. Ask your students to use the **Name, Describe and Act** thinking routine.

- Ask them to **name** the definition of 'minority' in their own words
- Have students **describe** what being part of a minority means and what their role is in society
- Have students consider how minorities act in society.

4. Fundamentally, it's important for students to be able to recognise that being a member of a minority group is a universal experience at some point.

5. Generate a class list of examples of how being a member of a minority group is a universal experience. For instance, children are a minority when they are surrounded by adults or when they are outnumbered by dogs and cats.

6. If possible, ask students to go home and ask their parents (if they don't already know) about their countries or places of origin. You could create a classroom map as a visual reminder and a source of pride and inspiration to students, demonstrating that they have come from all parts of the world, from across the globe and country, to the same place.

05

EXERCISE 05:

The individual within the group

Essential Question

Are there characteristics common to some but not to all?

Valuing Individuals/Valuing Diversity/Not Prejudging

Curriculum Links

Contributing to healthy and active communities
Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)

As students develop confidence to express an opinion and as they begin to understand the diversity of opinions that comprise their school community, the focus needs to shift to the individuals within their group.

Enduring Understanding and answer:

Students will recognise each person in a group as a special individual. Students will also realise that everyone is, also, a member of many different groups.



Suhas Wijsekara
St. Margaret's Berwick Grammar
Year 10

Learning Task

1. Roll potatoes out of the bag and ask each student to take one. Then ask them to examine the potato before them and "make friends" with the potato so that they can introduce their new friend to the rest of the class. Give the students one minute of silence to get acquainted with their new friend.
2. After the silent period, initiate the activity by showing your potato to the class and introducing it to them by means of a little story. The story might focus on certain physical characteristics of that potato, i.e., it has a certain bump because it was dropped on the way to market or has many eyes
- and can see in all directions at once. Students then introduce their "friend" to the rest of the class. Following this, ask the students to put their "friend" back into the bag. Observe if there is any difference between the way the children handle their "friend" and the way they handled the potato earlier.
3. After the potatoes are back in the bag, ask the class if they would agree with the statement, "All potatoes are the same". Then ask students if they think they could find their "friend" again. Take the potatoes out of the bag and invite students to find their friend. A few students might have difficulty doing
- this, and some last minute exchanging will no doubt occur.
4. Ask the students to identify one way in which their potato is unique i.e.; different from all the others. Break down into small groups to save time.
5. Conclude this activity by drawing the analogy between potatoes and people and by reiterating that a statement such as "they're alike - means that the person saying it has probably not taken the time or thought it important enough to get to know his/her "friend".

06

EXERCISE 06: Racial Stereotyping

Essential Question

How do stereotypes influence how we look at and understand the world?

Racial Stereo Typing

Curriculum Link

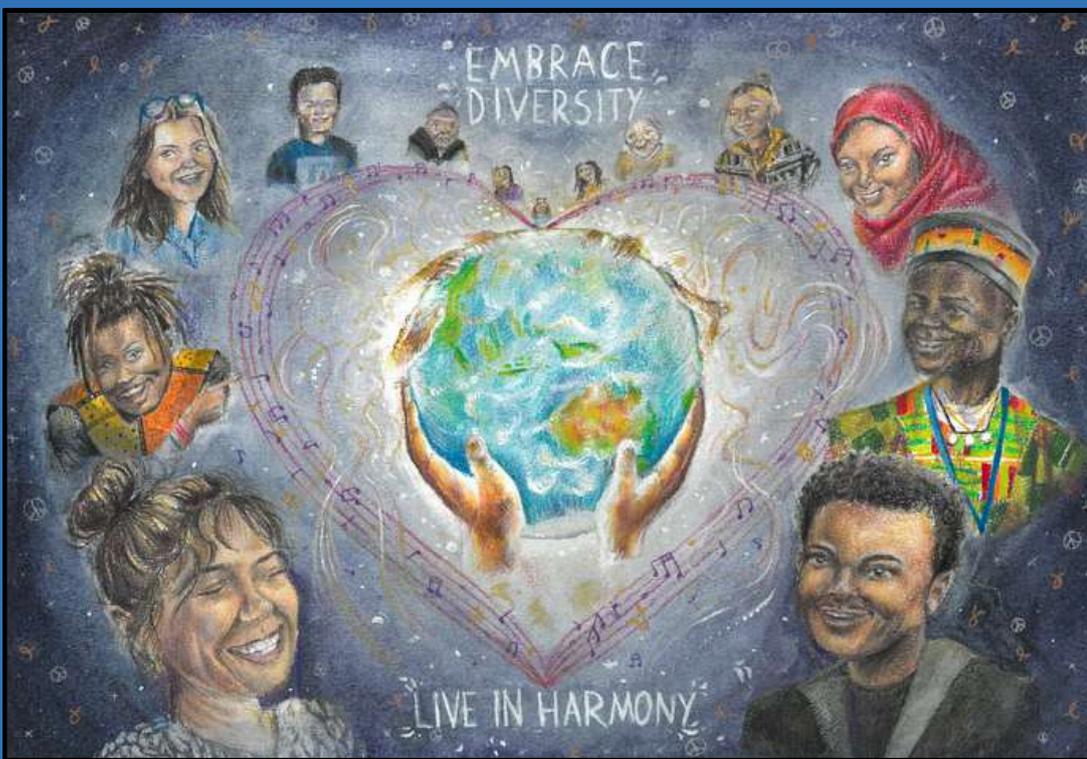
Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

“Intercultural understanding capability focuses on helping students to develop knowledge, skills, behaviours and attitudes that enable them to appreciate and respect others from different communities and cultures... interacting and empathizing with others from different cultures.”

Department of Education

Enduring Understanding Answer:

Students will be able to understand the concept of a stereotype.



Scarlett Horne
Bethany College Hurstville
Year 8

Learning Task

1. Pick a group with which your students will not be familiar, such as the [Fante tribe in Ghana](#) Or the [Sami people from Sampi](#) (Modern day Norway, Sweden and Finland). Ask the class to tell you what they think a Sami person, for example, is like. Students will probably respond, "What or who's a Sami?" They may not have heard of these people and will probably be unable to conjure up any mental picture. After they fail to identify the group, tell them that a Sami belongs to an Indigenous group from Norway, Sweden and Finland. Now, ask them again what they think a Sami person is like.

Point out that they have just made certain generalisations about a Sami person based on their opinions, level of information, and attitudes about Indigenous peoples or Scandinavians. Point out that they have created a stereotype.

Discuss the statements provided by the students as an introduction to the concept of stereotype.

Explore the sources of the students' information about Africans or about some other group or individual of whom they know very little.

Here is a [link](#) to an interesting article about Frozen 2 depiction of Sami people

6A

EXERCISE 6A: Stereotype and Fact

Essential Question

How are stereotypes and facts related?

Racial Stereo Typing

Curriculum Link

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Department of Education

Essential Understanding:

Students can distinguish between stereotype and fact

Learning Task

1. This activity assumes that students have already been introduced to the concept of stereotyping.

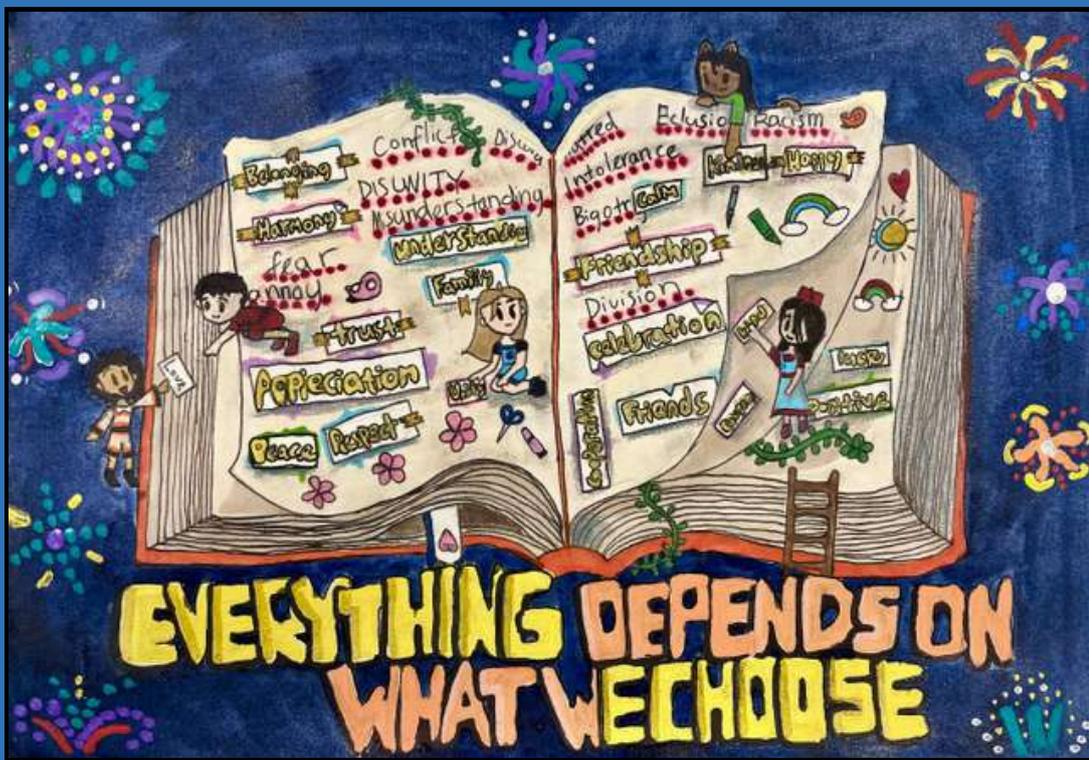
If necessary, refresh students' memories by giving them a definition of a stereotype or, preferably, have them provide their definition of the term.

2. Give each student a copy of the questionnaire. Ask them to tick S for statements that are examples of stereotyping and F for those which are facts.

In the ensuing discussion, point out that a stereotype might not be totally false. In fact, many

do possess an element of fact. However, stereotypes, like an overgeneralization, exaggerates or steps beyond the facts.

McCuen, Gary E, *The Racist Reader: Analyzing Primary Source Readings by American Race Supremacists.* by McCuen, Gary E. (Editor). Ahoka, Minnesota: Greenhaven Press, (1974).



Camille Lee
Mitcham Public School
Year 4

Stereotype/Fact Questionnaire

S = Stereotyping F = Fact

- Most people over 75 years of age are no longer in paid employment
- Politicians are dishonest and can't be trusted
- Americans are rich.
- Women are too emotional to hold important jobs in the government.
- People are poor because they are lazy and don't want to work.
- The Australian Government is run principally by men.
- People in wheelchairs can't play sports like basketball.
- Australia is a very wealthy country with a lot of natural resources.
- Many Indigenous peoples have made important contributions to Australian society.
- Most of the wars in the world have been caused by the actions of men.
- Most of the wars in the world have been fought over religion.
- The United States' government is friendly to Australia.
- Overweight people are greedy.
- Boys are braver than girls.
- People who live in Sydney (or Sydney's Eastern Suburbs) are richer than people who live in other places in Australia.

3. Follow up with students about why they made the decisions they did about stereotypes and facts. Could the whole class reach a consensus? Why not?

4. Ask students to consider which/whose purposes does stereotyping serve? You can use a [Think, Feel, Care thinking routine](#) to guide them.

5. Introduce students to Chimamanda Ngozi Adichie's concept of "single stories". Create a word wall of what a stereotype/single story is, how they affect individuals and societies, and any reflections on whether they reflect truth. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

6. Allow students to reflect on the following quote: "The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story." ("The Danger of a Single Story", Adichie). Have students write a reflective response about whether or not they know any single stories and how one can challenge these single stories.

07

EXERCISE 07: Acknowledging the Truth about Australian History

Essential Question

How does the past affect a national identity?

Acknowledging the Truth about Australian History

Aboriginal and Torres Strait Islander viewers are advised that this program may contain images, voices and videos of deceased persons. Users are warned that there may be words and descriptions that may be culturally sensitive and which might not normally be used in certain public or community contexts.

Curriculum Link

"Investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions."

Elaboration ACHASSK135

Aboriginal and Torres Strait Islander viewers are advised that this program may contain images, voices and videos of deceased persons. Users are warned that there may be words and descriptions that may be culturally sensitive and which might not normally be used in certain public or community contexts.

Year 6 Content Descriptions:
Australia in the past and present and its connections with a diverse world.

Australian Curriculum:
Australia in the past and present and its connections with a diverse world

[See link here](#)

Department of Education

Enduring Understanding:
Students will appreciate the importance of the past to understand our nation's current identity.



Yi Ching Ellie Xue
Pinewood Primary School
Year 4

Learning Task

1. Read or watch an extract from former Prime Minister Paul Keating's Redfern Speech (1992)

It begins, I think, with that act of recognition. Recognition that it was we who did the dispossessing.

We took the traditional lands and smashed the traditional way of life.

We brought the diseases. The alcohol.

We committed the murders.

We took the children from their mothers.

We practised discrimination and exclusion.

It was our ignorance and our prejudice.

And our failure to imagine these things being done to us.

2. Engage students in the following conversation:

- Why do you think the Prime Minister gave this speech?
- What did PM Keating feel we as Australians needed to acknowledge?
- How is what PM Keating did different to former PM [Kevin Rudd](#) did by issuing a formal apology?
- Does the location of their speeches make a difference in what they were trying to say and do?
- What is Sorry Day for?. Why does a country say ~~sorry~~? How might that be different from me and you apologizing for something?
- What changes been made since the writing of the [Uluru Statement from the Heart](#)?

3. Provide students with the following excerpt from the [Kinchela Boys Home website](#) and explain that we are going to explore one home's experience.

Kinchela Boys Home was built on the stolen land of the Dunghutti. We would like to acknowledge the Dunghutti and other First Nations peoples of this country whose boys were kidnapped under the policies that created the Stolen Generations

The Kinchela Aboriginal Boys Training Home (KBH) was a 'home' run by the NSW Government for over 50 years (1924 – 1970) to house Aboriginal boys forcibly removed from their families. It is a place of deep importance for survivors, their families and communities.

4. Breakdown the above statement through a series of questions that help learners understand what history and whose history is being shared. You can also use some of the below questions to draw them more fully/deeply into this history:

- This short history includes an Acknowledgement of Country. Where is that in the text?
- What is Country?
- Why do you think we acknowledge Country?
- Why would this acknowledgment of Country mean so much to First Nations peoples like the Dunghutti?
- What does it mean to kidnap someone?
- Why have the survivors of Kinchela placed the word 'home' between quotation marks?

5. Have students complete a [S-I-T chart](#), where they document one aspect that surprised them from the conversation/their learning, one aspect that interested them, and one thing that concerns them.

6. Share the following excerpt from a magazine published by the Australian Government in 1965:

"The boys were neglected before coming to Kinchela, but now they receive truly dedicated care and real affection from the home's mum and dad, who are manager and matron at Kinchela."

Dawn Magazine: A Magazine for the Aboriginal People of New South Wales, 1965

And read the following recollections from two survivors of Kinchela Boys Home as survivors would write 'Home':

"I didn't know I had any parents because they constantly told me the reason we were in that home was because we had no parents. And, all of a sudden, my father turns up. Still in his soldier's uniform, coming down to take me, Stan and Florence, the three youngest back to Cowra. They wouldn't let him. He fought in two world wars for freedom for his country and couldn't have his kids."

UNCLE CECIL BOWDEN, Wiradjuri, taken from Erambie Mission, Cowra, Kinchela Boys Home Survivor, Number 29

"You'd done something wrong or didn't get the job done or something like that and they'd punch ya, they'd send you down the line. They had everybody lined up and you'd have to walk round, they'd have to punch you, clout you or something and if they didn't hit you hard enough they'd send you down the line too. It was difficult, especially if one of your mates had been found out and you'd have to punch him and if you didn't punch him hard, they'd make you do it again, they'd make him go past you again so you would punch him hard."

UNCLE CEC DICKSON (Born Hollywood Mission, Yass), Kangaroo Valley, Kinchela Boys Home Survivor, Number 41

<https://kinchelaboyshome.org.au>

7. Engage critically with both recollections through a series of questions.

- How did you feel after reading each extract?
- Why is there a difference between the extracts?
- Can you say that one is a more accurate account than the other?
- In what ways has the Australian government changed its approach to our First Nations Peoples?
- Why is hearing the survivors' stories so important? How does it change our understanding of what 'history' is?
- What kind of Australian society do we want to be part of?
- How can we all create an inclusive Australian society?

08

EXERCISE 08: The Concept of 'Discrimination'

Essential Question

In what ways do we discriminate every day?

Concept of 'Discrimination'

Curriculum Link

"Investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing."

Department of Education

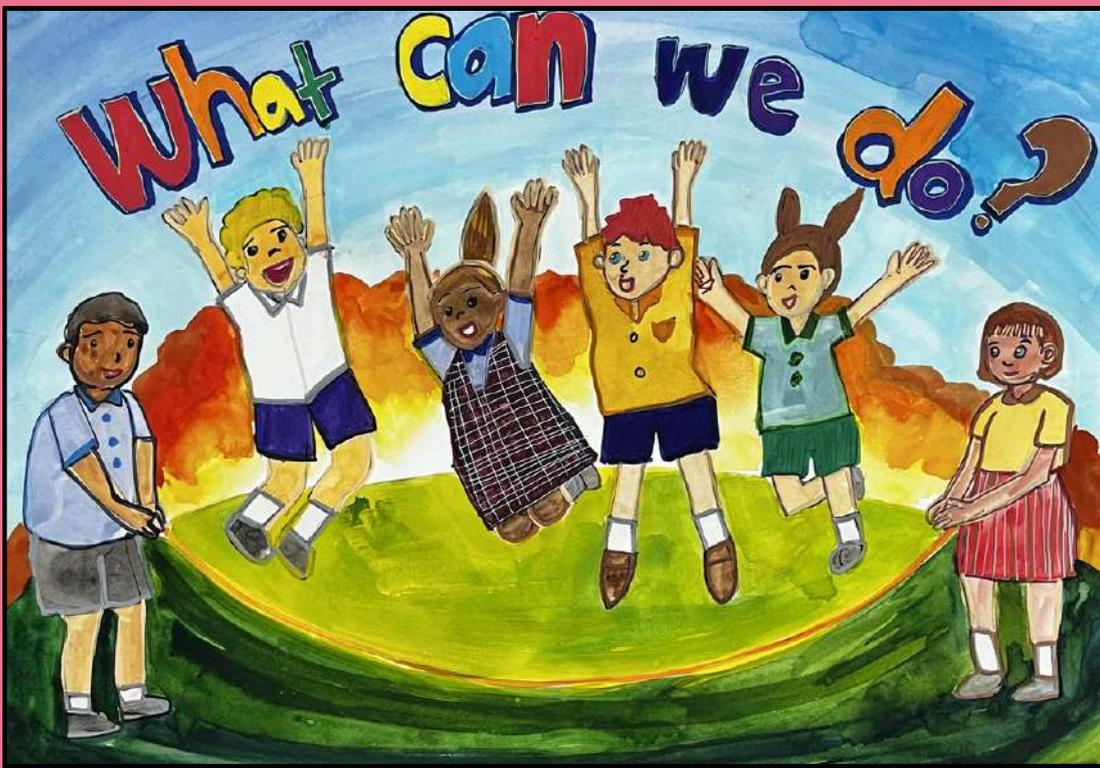
Enduring Understanding and answer:

Students will be able to engage in the concept of discrimination and distinguish between appropriate and socially harmful discrimination.

Elaboration (1) ACPPS079

Learning Task

1. Set up three different pieces of fruit at three different stations around the classroom. an apple, or a pear to eat, which would you choose and why? these fictional characters do you like the most? Why do you like this fictional character?
2. Ask the students to go to the fruit that they would choose to eat right now if they could. Once in their station, ask them: If given the choice of a banana,
3. Replace the fruit with the three popular fictional characters and repeat the exercise with images of the three popular fictional characters. Ask them: which of
4. Replace the three fictional characters with the three popular books, then ask: If you had to pick one of these books to read, which book would you



Lena Han
Korean Catholic Language School
Year 2

pick? Why would you pick that book rather than other books?

5. Follow up and ask the students if they think it would be okay to impose a law that everyone must like Wonder Woman? Why/why not?

6. Help the students to understand that each act above is one of discrimination, i.e., differentiating among various objects, and that in each case it is possible to offer sound reasons for the action. It should be noted that none of these acts of discrimination is potentially harmful to other human beings.

7. Ask students to identify other ways, along these same lines, that they discriminate in their daily lives. Then proceed to explore types of socially harmful discrimination that are rooted in prejudice. The questions below might be framed in

several different ways and you should select the style which is most appropriate for your students. Possible types of questions include:

- If you were starting a rugby/netball club, would you open membership in your club to both boys and girls? Why?
- Would you want your school to be open to Africans, First Nations peoples, Catholics and poor people? Why?
- If you were the Prime Minister of Australia would you allow people from any country to come into Australia, Why?
- Do you think it would be okay for the Prime Minister to propose a law that boys and girls can't play on the same netball team?
- Do you think it would be okay for the Prime Minister to propose a law that no one from the United states can come and live in Australia? Why/why not?

8. Define discrimination for students as: Discrimination is when someone is treated or considered differently to someone else because of their race, their gender, disability, age, sexual orientation or religion e.g. saying somebody can't join a football game because they're disabled. Discrimination can take many forms.

9. Use a [colour-symbol-image thinking routine](#) with students. Ask students to choose a

colour, symbol and image that best represents discrimination and include their explanation for their choices. Consider doing it in groups or on big paper so the class can have a [Gallery Walk](#) and then reflect on the similarities and differences in their thinking.

09

EXERCISE 09: Society's Inequities

Essential Question

In what ways does racism and sexism create inequity in our society?

Society's Inequities Learning Task

Curriculum Links

"Investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing."

Elaboration (1) ACPPS079

"Investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the that this doesn't appear to be Stolen Generations, and poor pay and working conditions"

Elaboration ACHASSK135

1. This activity might be used as a diagnostic and/or culminating exercise. Read the following statement to the students and give each a copy of the statistics presented below. (These might need to be adapted e.g., bar graph for easier use). You have a visitor in your home from another country. Your guest says to you, "I am confused. You call your country the land of opportunity, but when I studied your country before coming here, I discovered this doesn't seem to be true. Look at these facts about Indigenous peoples and women in Australia. Can you explain them to me?"

2. Give the students an opportunity to read over the below statistics. Then, you might wish to divide the class into groups before conducting the discussion. Ask them to document their collective thinking by providing at least three different explanations for these statistics. Have all students write their reasons on the board. As a class, narrow the list to those explanations that seem most plausible. Your class discussion might move in a variety of directions e.g., stereotypes, prejudice, discrimination. It might also serve as a good take-off point for research activities

Selected statistics

In 2018–19, among Indigenous Australian adults, an estimated:

- 66% reported 'low or moderate' levels of psychological distress, while 31% reported 'high or very high' levels
- 32% of those living in Non-remote areas reported 'high or very high' levels of psychological distress, compared with 27% of those living in Remote areas (ABS 2019).
- The rate of Indigenous Australians reporting 'high or very high' levels of psychological distress was 2.3 times the rate for non-Indigenous Australians, based on age-standardised rates (ABS 2019).

Source: <https://www.aihw.gov.au/reports/australias-health/indigenous-health-and-wellbeing>
Accessed 06/09/2021

- 71.6 Years Old: Life expectancy at birth for Aboriginal males in Australia.
- 75.6 Years Old: Life expectancy at birth for Aboriginal females in Australia.
- 8.6 Years: Number of years Aboriginal Australian males die earlier than their fellow Australians.
- 7.8 Years: Number of years Aboriginal Australian females die earlier than their fellow Australians.
- 40-49 Years old: Age where mortality rates for Aboriginal males are around 4 times higher than rates for non-Aboriginal males. The same rate applies for Aboriginal women aged between 30 and 39.
- Median age of Aboriginal people at death in 2018, up from 55.8 years in 2008, 21 years less than for the Australian population.

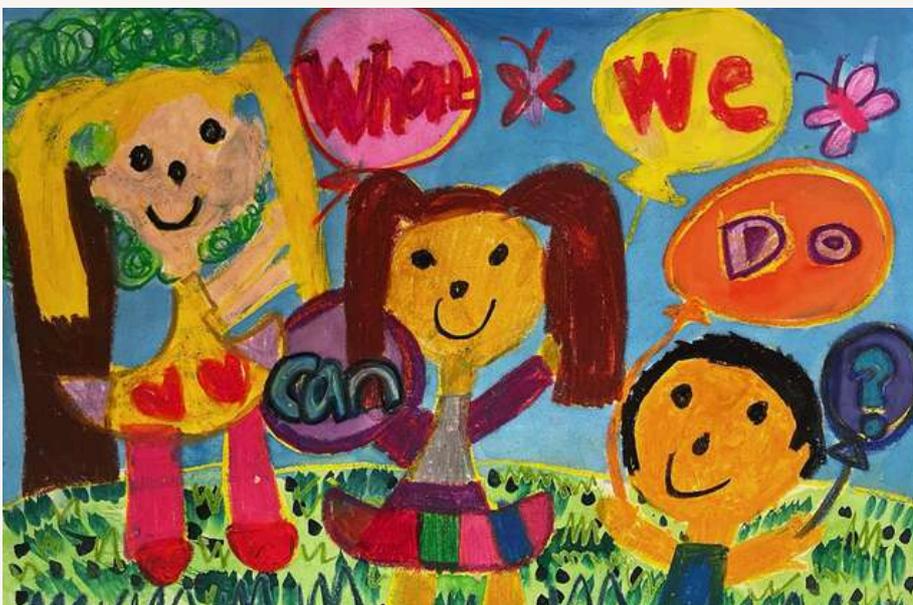
Source: Aboriginal life expectancy - Creative Spirits, retrieved from <https://www.creativespirits.info/aboriginalculture/health/aboriginal-life-expectancy>

3. Show a picture of an Aboriginal elite sports person or a famous acting/musical celebrity. Let the students know a few important biographical details of the selected individual.

4. Play an Indigenous singer/ band/dancer that you think will connect with the students and play them a short video clip of the artist performing. Ask students whether any of these individuals would serve as role models to someone. Why? In what ways?

5. Discuss with the group why it is important to have positive role models and why we must not simply not look at Indigenous peoples as victims, but a people with a long and rich history which despite racism and dispossession continues to produce people like the individual just discussed.

6. Discuss with the students why they think Australians of every background need to be aware of both the discrimination faced by Indigenous Australians as well as the incredible achievements made by Indigenous Australians.



Areumdrie Maiti
Artamon Public School
Year 1

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EXERCISE 10: Racism and Hurtful Stereotypes

Essential Question

How does my culture influence my understanding of stereotypes?

Combating Racism

Curriculum Link

Intercultural Understanding

"Intercultural understanding capability focuses on helping students to develop knowledge, skills, behaviours and attitudes that enable them to appreciate and respect others from different communities and cultures... interacting and empathizing with others from different cultures."

"Investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions."

Year 6 Content Descriptions:

Australia in the past and present and its connections with a diverse world
Elaboration ACHASSK135

And

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Department of Education

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Enduring Understanding and answer:

Students will appreciate that stereotypes often lead to misperceptions about a group or individual, which result in harmful consequences.

Learning Task

Exercise 10: Racism and Hurtful Stereotypes

1. Have students engage in an [elaboration game thinking routine](#) when divided up into small groups with various images. You could use the following images (one per group):

- Speedy Gonzalez
- Tigerlilly and Peter Pan
- Si and Am, the Siamese cats who are the villains in Lady and the Tramp
- a racist political cartoon depicting Chinese coming to Australia
- a photo depicting Indigenous Australians in a racist derogatory manner

2. Students each have the role to identify what they notice and describe what they see. The next student elaborates on the first person's observations by adding more detail about the section. The third person can pose a question or provide an opinion in response to the following prompts: Who is being stereotyped? Is the portrayal positive or negative?

3. Engage in a whole class discussion and draw students' attention the medium used to depict the imagery and stereotypes. Have students consider the implications of these depictions for their various audiences. You can introduce other clips to further demonstrate the point and move the conversation. These sources can help draw a direct link to show how these racist attitudes can lead to actions that can have a negative impact in the community being stereotyped. Some suggestions include:

- An excerpt or clip from Oliver Twist that [depicts the villain Fagin](#)
- A government quote that is racist about [Aboriginal Australians](#)
- The song "[Song of Rustabouts](#)" from Dumbo and the lyrics

4. Ask the students: how do they think each group being stereotyped feels about the way they are being portrayed. Have students document their thinking around the 4Cs (connection, challenge, concepts, changes).

- What connections do you draw between the ideas we're talking about and your own life or your other learning?
- What ideas, positions, or assumptions do you want to challenge in the text?
- What key concepts or ideas do you think are important and worth holding on to from the text?
- What changes in attitudes, thinking, or action would you like to suggest?

Alternatively, you could:

- Ask students to create a graphic organiser for students to generate questions that they have. It may help them delve deeper by asking questions that begin with when, why, who, where and how.
- Complete a 3-2-1 chart where you ask students to come up with 3 things that they've learned, 2 questions that they still have and 1 thing they want to think/know more about
- Ask students to write Use to Think/Now I Think statements about a belief they have had but when given the opportunity to reflect and change their minds, they can and do.



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EXERCISE 11: Combating Racism Words of Hate Have Consequences

Essential Question What role do words play in spreading hate and discrimination?

Racial Stereo Typing

Curriculum Link

Intercultural Understanding
“Intercultural understanding capability focuses on helping students to develop knowledge, skills, behaviours and attitudes that enable them to appreciate and respect others from different communities and cultures... interacting and empathizing with others from different cultures.”

Department of Education

And

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

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<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Enduring Understanding:

Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture.

Essential Question:

How can I become more aware of ways in which hatred is promoted in society?

Learning Task

Exercise 11: Words of Hate Have Consequences

1. Have the students read the following story:

Peter is eleven years old and his family has just moved into a new town. The school year is about to begin, and Peter is looking forward to meeting other children and making new friends. But Peter is also afraid and nervous about starting school. You see, Peter stutters. Often when he tries to say a simple sentence like “This is my book,” it comes out sounding like “Th-th-this is my b-b-book”. In previous schools, students have laughed at him and have made jokes by imitating him. Peter hopes that this will not

happen again. But on the first day of school, when the teacher asks Peter to say his name, he answers: "P-P-Peter," and many students start to laugh. For the rest of the day, a group of students continually make fun of him by saying, "Hey, P-P-Peter, t-t-talk to me".

2. Ask the class to finish this story by writing out brief answers to the following three questions:

- How do you think Peter feels?
- How do you think he will react to this teasing?
- If you were there, how might you help him?

What are the dangers of Bullying?

<https://www.adl.org/sites/default/files/documents/pyramid-of-hate.pdf>

Look at the bottom three layers – Stereotypes, Prejudice, Discrimination

How do stereotypes lead to discrimination? Use examples:

'Asian students are good at maths' why does this stereotype exist? What could this lead to?

The student may need help in class but the teacher believes that she is 'good' at maths and doesn't give her the attention she needs as there are other students who are also struggling. The teacher feels that she will 'pick it up naturally'. The student is ignored and the student fails the subject.

Older siblings are good at sports. The younger sibling is not good at sport. How could a stereotype about this family harm the youngest sibling?

Two parents are doctors. The child is very artistic but finds it difficult to express their thoughts in words. How would stereotyping affect this child? A child is misbehaving in class and refuses to do their work. What could be the reasons for this?

3. How could these examples lead to discrimination? What could prevent the discrimination? (The idea here is to challenge stereotypes they have.)

Materials:

Read the 'Happiest Boy on Earth' by Edie Jaku (Holocaust Survivor)

Pair student to answer the following questions:

- What's the story?
- What is the human story?
- What is the world story?
- What is the new story?
- What is the untold story?

Unveiling Stories PZ Harvard
Watch the clip of Anh Do on Adam Hills IGST | Anh Do - Episode 4| 8.30pm
Wednesdays, ABC1 (1.06-3.31min)

4. Ask them to think about what they feel about both stories. Ask them what lessons we can learn from these stories? Are there any heroes or actions we can admire in the stories?

5. Ask the students to take the time to write down one part of the story that they think is very important and which has an important moral lesson for us today.

6. Ask the students to come fold their comments up and place them in a shared bucket. Once you have collected all the responses ask several of your students to come and select from the bucket one of the notes written and read it out aloud.

7. Finally, end the programs by asking why the students think we need heroes and role models to aspire to. Perhaps share a personal story of a role model that you have learned from and why you think we all need someone to aspire to be like who is a paragon of virtue for you personally.

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EXERCISE 12: Combating Racism

Essential Question

What are meaningful ways that we build community?

“Where is the Love?”

Making Ourselves and Australia a Better, More Inclusive Country!

Curriculum Link

Intercultural Understanding

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Department of Education

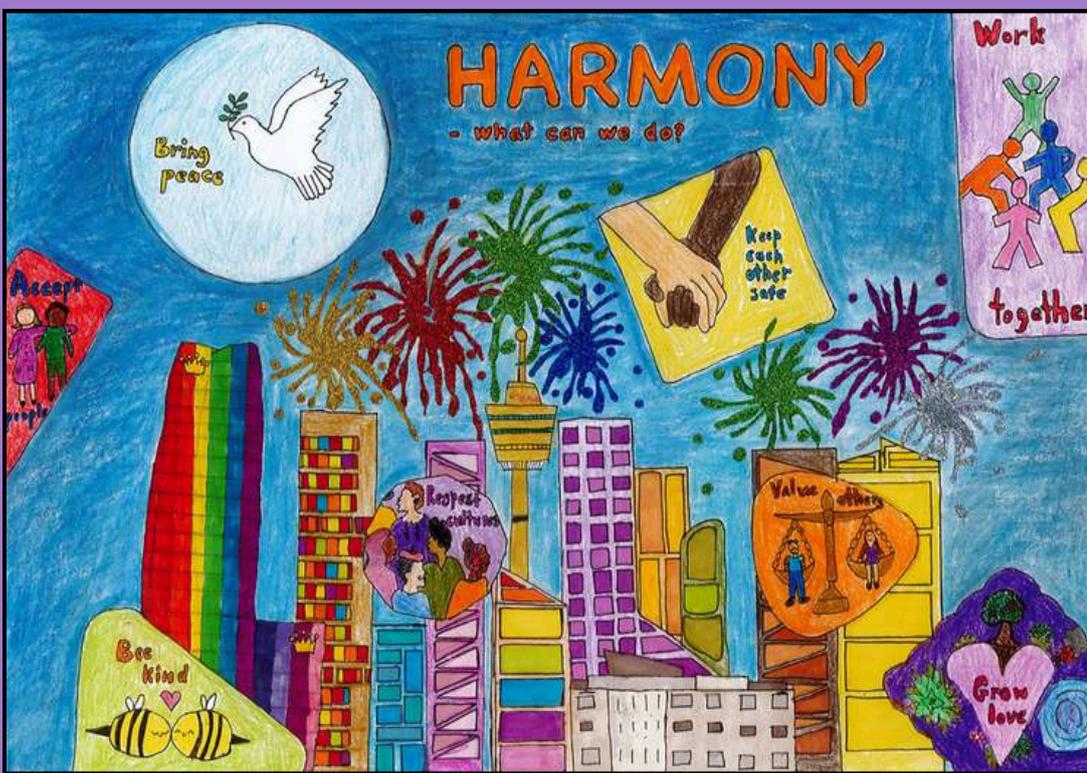
And

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Department of Education

*Enduring Understanding
and answer:*

Students will celebrate the relationship between individuals and society.



Arlo Foote & Filippa Vendramin
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Year 4/5

Learning Task

Exercise 12: Combating Racism

1. Ask students to write down an activity that makes them feel happy. It might be dancing, drawing, playing sport, being with friends etc
2. Discuss with students their activities and why they feel happy doing them. Ask them how they would feel if someone told them that they loved their dance, congratulated them on their singing, told them they were a great team player, etc. Focus their thinking towards the social aspects of these activities and how we create supportive communities.
3. Play the clip of the song "[Where is the Love](#)" by The Black Eyed Peas. Once you have

played the song, hand out a copy of the lyrics. 4. In pairs, have students use the [Word-Phrase-Sentence thinking routine](#) for them to consider the message of the song. They will document the word that captured their attention, a phrase that moved, engaged or provoked them, and a sentence that was meaningful. They should discuss and be prepared to share their explanations for their choices.

5. As a class, you can examine the central themes that emerge and the aspects that did not emerge yet. Pay particular attention to the importance of building community, recognising

the ways in which we can love one another through our words and actions.