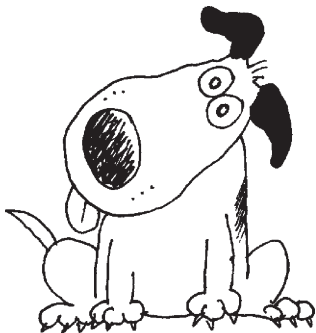


STAGE 2

Us + Them = Everyone

Activities for Year 3



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1

Developing identity and self-esteem

Developing empathy with others

Resources

- **Handout 1:
Jumbled activity**

Teacher notes

1. **Teachers should ensure that students do not negatively comment upon or otherwise inappropriately discuss class mates' abilities, inabilities, strengths and weaknesses.**

Tasks

1. **Distribute copies of Handout 1: Jumbled activity. Explain that some people find it hard to read because their brain mixes up the way letters look on a page such as in the handout.**
2. **Ask students to complete the handout.**
3. **After the activity, ask the students to discuss what they found confusing and how they felt.**
4. **As a follow up, ask students to create two lists of things they are "good at doing" and "not good at doing" e.g. reading, swimming, cooking, following instructions etc.**
5. **In pairs or small groups, ask students to compare and contrast their individual strengths and weaknesses.**
6. **Conclude the activity by explaining that everyone has different strengths and weaknesses which make them unique individuals.**

Resources

- **text: Aesop's fable, The Lion and the Mouse or The Tortoise and the Hare or similar text**
- **butcher's paper**

Teacher notes

1. **Teachers should ensure that students focus on the strengths associated with different shapes and sizes and do not negatively comment upon or otherwise inappropriately refer to different groups of people.**

Task

1. **Introduce this activity by explaining that individual strengths and abilities can be used to advantage in different contexts.**
2. **Read The Lion and the Mouse or The Tortoise and the Hare or similar text to the class.**
3. **Discuss with the class the strengths and weaknesses of the characters in the story and their importance in relation to the story's moral.**
4. **Lead a class discussion on the perceptions of people of different sizes (or appearance) asking students to consider whether these assumptions are accurate.**
5. **On the board or on butcher's paper, list the different strengths and advantages of each type of person e.g. very tall – good for playing basketball, average weight and height – no need to alter clothing etc.**
6. **Conclude by explaining that despite people's perceptions, there are strengths and advantages associated with every shape and size.**

Resources

- **Handout 2: Groups I belong to**

Teacher notes

1. Teachers may modify the handout if required to better reflect the make up of their classes and local communities.

Tasks

1. Ask the class to think about the groups to which they and others belong, including their family.
2. Ask students to make a list of all the groups that they belong to.
3. Using Handout 2: Groups I belong to, ask students to write the names of the groups to which they belong under the headings provided. Students may decorate the handout with self-depictions which identify them with different groups.
4. Display the completed handouts and compare and contrast the various groups to which students belong.
5. Lead a class discussion on the benefits of belonging to a group including:
 - Why is belonging to a group important?
 - What kinds of things do people in the same group have in common?
 - What contributions do people make to the groups to which they belong?
 - Do groups influence who we are? How?

Resources

- large sheets of paper
- coloured pencils, Texas

Teacher notes

1. As a variation to this activity, students may brainstorm or research people who have made local contributions before designing stamps. In this case, teachers should ensure that selected contributors as far as possible reflect the diversity of the local community.

Tasks

1. Introduce this activity by explaining that individuals often use their strengths and abilities to make contributions to the groups to which they belong or to their communities.
2. Ask students to think of a person who they feel has made a contribution to their family, local community or school. The person should be someone the student sees as a contributor, not necessarily a hero.
3. Using large sheets of paper, ask students to design a “commemorative stamp” in honour of this person and then write a description of the person and their contribution.
4. Once completed, all stamps and their descriptions should be displayed around the classroom in a “hall of fame”.

Resources

- Handouts 3 and 4: Nursery rhyme bias (1) and (2)
- butcher's paper

Teacher notes

1. Any similar nursery rhymes may be used as an alternative to the rhymes in Handouts 3 and 4.
2. This activity may be conducted as a whole class or in small groups as described.

Task

1. Copy and cut up Handouts 3 and 4: Nursery rhyme bias (1) and (2) for the class.
2. Ask students to form pairs or small groups and distribute a nursery rhyme to each group.
3. Ask students to read their nursery rhyme and list the characters described in the rhyme e.g. the blind mice, farmer's wife, Peter Pumpkin Eater, his wife.
4. Ask each student in the group to select a character and make a list of words that describes their feelings about what is happening in the rhyme e.g. the blind mice are happy, then afraid and hurt. Peter Pumpkin's wife is unhappy and angry.
5. Ask students to discuss how each of the character's in the rhyme felt about the actions of the other(s). Summarise feelings on the board or on butcher's paper.
6. Lead a class discussion on whether the characters or the situation have been fairly depicted by the writer. In what ways could the characters or situation been described differently?

2

Being comfortable with difference

Valuing diversity

Resources

- Handout 5: Who are you?
- butcher's paper

Teacher notes

1. Depending on knowledge and experience of students, more time may need to be devoted to defining *identity*.

Tasks

1. Explain the concept of identity to students explaining that it refers to the way we identify ourselves – by gender, culture, name, family background, job, language, religion, nationality, age group, the sports we play etc.
2. Ask students to complete Handout 5: Who are you? listing the factors that form part of their identity in three different situations – home, school and in another situation of their choice.
3. In pairs, ask students to compare the different aspects of their identities in each of the situations. Ask students to consider:
 - how the factors vary from situation to situation for each individual
 - how they vary between individuals.
4. Lead a class discussion on the different factors that may contribute to an individual's identity and how these factors may change (become less or more significant) in different situations.
5. Record the various factors offered by the class on the board or on butcher's paper.
6. Conclude by explaining that everyone has their own identity or identities that make them unique.

Resources

- text: *My Place* by Nadia Wheatley
- butcher's paper

Tasks

1. Introduce the concept of diversity to students explaining that Australians come from a wide range of Indigenous and immigrant backgrounds.
2. Read *My Place* to the class.
3. Lead a class discussion on how Australia has changed over the 200 year time period in the book. Summarise ideas on the board or on butcher's paper.
4. Ask students to list the many cultural backgrounds of the people living in *My Place* over the years. What do they all have in common? How are they the same and different?
5. Ask students to research and list the names and cultural backgrounds of the people living around "their own place".

Teacher notes

1. This activity may be conducted over several weeks focusing on a different section of the text each lesson.
2. Students may need to be assisted to recognise that every Australian has a cultural background or "ethnicity".
3. *My Place* is a book which examines the changing diversity of an Australian town over the course of history. If available, similar texts may be used as an alternative for this activity.

Resources

- butcher's paper

Teacher notes

1. As a variation to this activity, parents or other community members may be invited to the class to be interviewed by students.
2. Students may need to be assisted to recognise that *migration* may be both internal and external.

Tasks

1. Introduce the concept of migration to students explaining that people often move from one place to another for a variety of reasons such as for work, education or for a different lifestyle. Explain that the term migrant or immigrant refers to a person who has come to live in a new place.
2. Divide students into groups of three or four. Ask them to devise a list of about five questions they would like to ask someone who has migrated to Australia or to their town. Emphasise open-ended questions that begin with: how, who, what, where, when and why.
3. Ask each group to report back to the class the questions they have devised recording the questions on the board or on butcher's paper.
4. As a class, select the ten most appropriate and interesting questions from the list.
5. Ask each group to interview a migrant in their community using the selected 10 questions. Students may interview a family member, friend, neighbour, teacher or another member of the community. Groups may nominate a group member as the interviewer or they may each choose to interview people individually.
6. Ask each group to share their interview responses with the rest of the class.
7. On the board or on butcher's paper, summarise the diversity of the local community.

Resources

- magazines
- newspapers
- scissors
- paste
- A4 paper

Teacher notes

1. As a variation to this activity, students may be asked to research and report on the contributions of different communities to the Australian way of life.
2. Attention should be paid to ensuring that the contributions of each culture are equally valued.

Tasks

1. Ask students to look through magazines and newspapers and cut out pictures which depict popular aspects of Australian life such as food, music, fashion, sports and art which may have originated in a culture other than their own. Students may need to be assisted to identify the contributions of various communities such as different styles of music, fashion, cuisine, architecture, art. This may include contributions to particular Australian industries e.g. wine, agriculture or science, the origin of social ideals such as democracy or equality or aspects of social life such as al fresco dining or various sporting codes.
2. Ask students to label their cut-outs with their culture of origin.
3. Ask the class to make a collage with all of their cut-outs.
4. Lead a class discussion on the contributions of various communities to the Australian way of life.

Resources

- Handout 6: TV survey
- butcher's paper
- large sheets of paper
- coloured pencils, Textas or paints

Teacher notes

1. This activity may be conducted over several sessions.
2. Depending on the knowledge and experience of students, more time may need to be devoted to explaining the diversity and demography of Australian society.

Tasks

1. Ask students to watch or think about their favourite Australian TV show and using Handout 6: TV survey ask them to keep a tally of the backgrounds and personal circumstances of the main characters in that show.
2. Ask students to share their findings with the whole class. On the board or butcher's paper, create a record of the diversity depicted in Australian TV shows.
3. Afterwards, ask students if they believe television realistically portrays Australian people and their lives. Are there any members of the community who are left out or over-represented?
4. As a follow-up to the TV survey, ask students to create their own Aussie soapie characters who they feel represent "real-life Australians" such as people with glasses, people in wheelchairs, people who are overweight, women in managerial roles, people of different cultural backgrounds etc. Each student should create a character and describe them including their physical appearance, age, gender, family background, personality, likes and dislikes.
5. Ask students to draw their characters and display these characters in the classroom.

3

Understanding prejudice

Understanding the impact of prejudice

Resources

- butcher's paper

Tasks

1. Ask a group of 8–10 students to form a tight circle and lock arms.
2. Ask another student to try and break into the circle so that he/she can become a part of the group.
3. If the student successfully breaks into the group, ask one of the original group members to step out of the circle and try to break back in. Repeat this process a number of times giving each student a turn at being outside the group.
4. After the activity, lead a class discussion on how it felt to be kept out of the group.
 - How did you feel?
 - Why do you think you were kept out?
 - How did you act?
 - How did you want to act?
5. Extend this discussion to include students' real life experiences of being excluded from a group.
 - How did you feel?
 - Should everyone be allowed to be part of every group?
 - Are there good reasons for keeping someone out of a group?
 - What sort of reasons may be unacceptable?
6. Summarise the students' responses on the board or on butcher's paper.

Teacher notes

1. An alternative to this activity is musical chairs.

Activity adapted from *Outside the in-group* in SHIMAN, David A. *The Prejudice Book: Activities for the Classroom*, Anti-Defamation League of B'nai B'rith, 1988.

Resources

- text: *The Sneetches* by Dr Seuss or similar text
- butcher's paper

Teacher notes

1. *The Sneetches* is a story about two groups of fictitious creatures, star-belly and plain-belly sneetches. The two groups look the same with the exception of the star on the bellies of one of the groups, the star-belly sneetches. The story looks at the discrimination which exists between the two groups and its effects. Any similar text may be used as an alternative to this activity.

Tasks

1. Read *The Sneetches* or similar text to the class.
2. Lead a class discussion based on the discrimination which took place in the story, for example:
 - How were the plain-belly sneetches treated?
 - Was it fair or unfair?
3. Ask students to give examples of how discrimination affected the characters in the book, for example:
 - How did the behaviour of the star-belly sneetches affect the plain belly sneetches?
4. Record the examples on the board or on butcher's paper.
5. Ask students to brainstorm the moral of the story.

Resources

- Handout 7: A new school
- butcher's paper

Teacher notes

1. When inviting students to share their own experiences of teasing, invite all students to participate, but do not force any student who may feel threatened.
2. Care should be taken to ensure that teasing examples are not re-enacted in the classroom or that individual students do not become the targets of teasing during this activity.
3. Any similar text may be substituted for Handout 7 and the activity questions adapted accordingly.

Activity adapted from *Teasing* in SHIMAN, David A. *The Prejudice Book: Activities for the Classroom*, Anti-Defamation League of B'nai B'rith, 1988.

Tasks

1. Distribute copies of Handout 7: A new school to students.
2. Ask students to read the short story contained on the handout.
3. Brainstorm with the class the answers to the following questions:
 - How do you think Peter feels?
 - How do you think Peter will be affected by the teasing?
 - What could you do to help?
4. Summarise the students' responses on the board or on butcher's paper.
5. Lead a class discussion on the students' own experiences with teasing and the effects it has on the parties involved.
 - Have you ever been teased? How did you feel?
 - How did you react? How did you want to react?
 - Have you (or your friends) ever teased anyone? Why?
 - How did you feel when you (or your friends) were teasing this person?
 - How do you think they felt? How did they react?
6. Conclude this activity by summarising the impact of teasing on both the person being teased and the teaser.

Resources

- **Handout 8: Biased scenarios**
- **butcher's paper**

Teacher notes

1. **Alternative discrimination scenarios may be substituted in this activity where appropriate.**
2. **Where this activity is conducted in isolation, more time should be devoted to identifying different types of discrimination.**

Tasks

1. **Copy and cut up the biased scenarios in Handout 8: Biased scenarios.**
2. **Divide the class into small groups of three or four and distribute a scenario to each group.**
3. **Ask each group to act out the scenario depicted with, as far as possible, each student playing a different character. Ask the groups to think about how the character being discriminated against must feel.**
4. **Ask each group to role play their scenario in front of the class.**
5. **At the end of each role play, ask the class to describe the type of discrimination illustrated and to report on the impact of this discrimination on the character(s) involved. Summarise responses on the board or on butcher's paper.**
6. **As a follow up to this activity, students may be asked to devise strategies to deal with the situations depicted in the scenarios. Groups may be asked to re-form and re enact the scenarios incorporating their solutions for dealing with prejudice.**

Resources

- Handouts 9 and 10: Bias in fairy tales (1) and (2)
- Text: *The Real Story of the Three Little Pigs* by Jon Scieszka
- butcher's paper

Teacher notes

1. This activity may be conducted over several sessions.
2. Some students, for example newly arrived students from language backgrounds other than English, may be unfamiliar with the traditional fairy tale about the three little pigs. In such cases, it may be necessary to read the traditional fairy tale to the class before commencing this activity.
3. Instead of using *The Real Story of the Three Little Pigs*, teachers may choose to give their own examples of what the wolf's motivations may have been, and as an alternative, ask students to create their own versions of *The Three Little Pigs*, writing from the wolf's perspective.

Tasks

1. Ask students to recall the traditional story of *The Three Little Pigs*. On the board or on butcher's paper, record the main events of the plot.
2. Now read *The Real Story of the Three Little Pigs*.
3. Ask the students to compare the two stories and to provide examples of how the wolf has been misjudged.
4. Lead a class discussion on how inaccurate perceptions can lead to mistaken assumptions about people's motives and behaviours and the importance of considering all perspectives.
5. As a follow up to this activity, ask students to select another fairy tale and rewrite it from the point of view of one of the character's using *The Real Story of the Three Little Pigs* as an example. In their versions of the fairy tale, students should address how their character has been judged unfairly. Handouts 9 and 10: Bias in fairy tales (1) and (2) may be used by teachers as a stimulus to assist students.

4

Taking action against prejudice

Understanding civil rights and responsibilities

Resources

- **Handout 11: What is discrimination?**
- **Handout 12: Your right to a fair go at school**
- **Handout 13: Code of conduct**
- **butcher's paper**
- **large sheets of paper**
- **coloured pencils, Texas**

Teacher notes

1. **When conducting this activity, ensure that students show respect for each other's personal resolutions.**
2. **For more information on anti-discrimination laws in NSW, see www.lawlink.nsw.gov.au/adb.nsf/**

Tasks

1. **Introduce the concept of rights to students explaining that everyone has a right to be treated fairly and a responsibility to ensure that they treat others fairly.**
2. **Ask students to read Handouts 11 and 12 from the NSW Anti-Discrimination Board on rights and responsibilities.**
3. **Lead a class discussion based on the handout in which students are asked to brainstorm what rights and responsibilities are the most important to them. Record students' responses on the board or on butcher's paper.**
4. **Using Handout 13: Code of conduct, ask students to individually create their own codes of conduct for a community free from discrimination, e.g. I will try not to call other people rude names; to listen to other points of view; to stand up for students who are being discriminated against etc.**
5. **When each student has completed their personal codes of conduct, have students read their codes to the class. Summarise the students' responses on the board or on butcher's paper.**
6. **Using the summary, ask the class to create and decorate a class code of conduct which consolidates students' personal codes. Display the class code of conduct in the classroom.**

Resources

- **Handout 14: Human rights**
- **Handout 15: Human rights and responsibilities**
- **butcher's paper**
- **overhead projector and transparencies (optional)**

Teacher notes

1. Teachers may choose to select all or only a few of the human rights listed on Handout 14: *Human rights* to which students should match responsibilities.
2. This activity may also be conducted as a whole class activity.

Tasks

1. Introduce the concept of human rights to students explaining that they are about ensuring that people can live the life they choose without fear or discrimination e.g. the right to food and clean water; the right to education; health care; free speech.
2. Distribute Handout 14: Human rights or display as an overhead transparency. Read through the handout ensuring that the meaning of each right is understood by students.
3. Explain to the class that with every human right comes a responsibility for individuals to behave or allow others to behave in particular ways.
4. Ask students to complete Handout 15: Human rights and responsibilities identifying the responsibilities which come with certain rights. Students may complete this activity individually, in pairs or in small groups.
5. At the conclusion of the activity, ask students to share their ideas with the class. Record students' answers on the board or on butcher's paper.

Resources

- butcher's paper
- human rights websites or reference materials.

Teacher notes

1. This activity may be conducted over several sessions.
2. Teachers may need to provide examples of human rights activists and assist students to identify lesser known human rights activists.

Activity adapted from *Political Activists in HALL*, Nadia Saderman, *Creative Resources for the Anti-Bias Classroom*, Delmar Publishers, 1999.

Tasks

1. Introduce the concept of freedom to the class explaining that in some political contexts around the world, individuals including children, are denied certain personal freedoms.
2. Lead a class discussion asking students to think about how would they would feel if they were denied some basic freedoms such as they:
 - had to work from the age of 7 years
 - were not allowed or could not afford to go to school
 - were not safe to walk outside alone
 - had family members or parents taken away
 - were forced to leave their homelands
 - were not allowed to associate with certain groups of people etc.
3. As a follow up to this discussion, ask students to think of examples of people who have fought for freedom and human rights e.g. Nelson Mandela, Mahatma Gandhi, Dr Martin Luther King, Charles Perkins, Mary Robinson, Lois O'Donoghue etc. Record students' examples on the board or on butcher's paper.
4. As a library research or internet search activity, ask students to select a (past or present) human rights activist and find key facts about the cause they supported and their achievements.
5. Ask students to present their findings in the form of a report or project.

Resources

- **Handout 16: Proactivism**
- **dictionaries and/or other reference materials**
- **butcher's paper**

Teacher notes

1. This activity may be conducted over several sessions.
2. Depending on the language level and personal experiences of students, more time may need to be devoted to defining human rights issues and strategies.
3. Some students, such as refugee students, may have had personal experience with human rights abuses. Teachers should ensure that these discussions are conducted sensitively.

Activity adapted from *The Many Forms of Proactivism* in HALL, Nadia Saderman, *Creative Resources for the Anti-Bias Classroom*, Delmar Publishers, 1999.

Tasks

1. Create cards using Handout 16: Proactivism. Introduce this activity by explaining that human rights activists along with other activists use various strategies to draw attention to human rights issues.
2. Ask students to form groups of 3 or 4. Distribute a card to each of the groups asking students to discuss the meaning of each strategy and to describe what might be involved in implementing it. Students may use dictionaries or other reference materials to assist.
3. Ask each group to report back to the class on their particular strategy.
4. Ask students to write down a human rights issue on which they feel they would personally take a stand. Then ask students to list the strategies they would use to draw attention to this issue.
5. Ask students to report back to the class on the strategies they would use. Record the strategies on the board or on butcher's paper.
6. Lead a class discussion on the possible consequences and impact of each of the strategies.

Resources

- butcher's paper
- large sheets of paper
- magazines
- coloured pencils, Textas
- scissors
- paste

Teacher notes

1. This activity may be conducted during class time or over several sessions.
2. Dictionaries (including bilingual dictionaries) may be provided to assist students with limited English in defining *respect*.

Activity adapted from *The Shot Competition*, www.humanrights.gov.au/shot/

Tasks

1. Introduce the concept of respect as the basis of human rights.
2. Ask students to brainstorm the meaning of respect. Record students' responses on the board or on butcher's paper.
3. Ask students to think of examples which might illustrate respect e.g. listening to others' opinions, treating others as you would like to be treated, helping people out etc. Record students' responses on the board or on butcher's paper.
4. In small groups or individually, ask students to create or find images which represent respect in their school, community or town e.g. people from different backgrounds working or playing together, a time or event that celebrates diversity etc. Students may choose to draw images, create a collage, take photographs or make posters which illustrate the concept of respect.
5. At the conclusion of the activity, display students' artwork in the classroom or library.

STAGE 2

Us + Them = Everyone

Activities for Year 3

HANDOUTS



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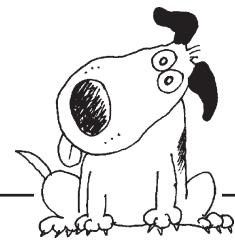
Jumbled activity

1. Write your name in capital letters to the words for the bags.

2. Below it draw a circle that is 5cm in diameter.

3. In the middle of the bag draw a rectangle that measures 5cm on each side.

4. Raise your hand when you are ready.



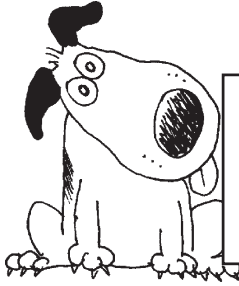
1. _____

2. _____

3. _____

4. _____

Groups I belong to



MY NAME IS

Family

Leisure/hobbies

Friends

Sporting

Language, culture, religion

Other

Nursery rhyme bias (1)



Jack Sprat could eat no fat,
his wife could eat no lean,
And so between them both,
you see,
They licked the platter clean.



Three blind mice, see how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a sight in your life,
As three blind mice?



Little Miss Muffet sat on a tuffet
eating her curds and whey,
Along came a spider;
Who sat down beside her;
And frightened Miss Muffet away.



Nursery rhyme bias (2)

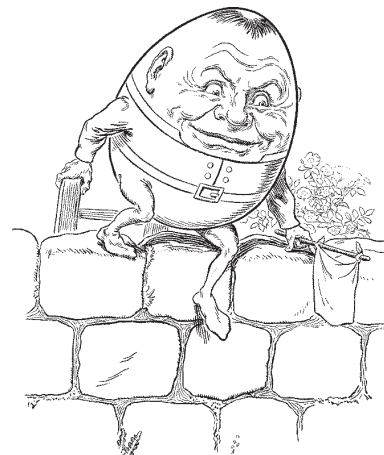
Little Bo-Peep has lost her sheep,
And doesn't know where to find them.
Leave them alone, and they'll come
home,
Bringing their tails behind them.



There was an old woman who
lived in a shoe,
She had so many children she
didn't know what to do.
She gave them some broth without
any bread,
And scolded them soundly and sent
them to bed.



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses and all the
King's men couldn't put Humpty
together again.



TV survey



Name of TV program					
Character name	Cultural background	Gender	Age	Physical ability	Type of family
	for example, Greek, Aboriginal, speaks Italian	male or female	if not known make an estimate	for example, able bodied, deaf, in a wheelchair	for example, single parent, two parent, extended family
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

A new school

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, other 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.”



From: *The Prejudice Book* by Shiman D, 1988.

Biased scenarios



1.

A young girl wants to join the swim team, but is told by the coach she doesn't have the strength to swim long distances. He says, "Why don't you go home and play with your Barbie instead?"



2.

A teenage boy decides to learn Jazz Dance. When he arrives at the dance school, the teacher laughs and says, "Why aren't you playing soccer?"



3.

A girl tells her friend how her father looks after her baby sister at home while her mother works. Her friend raises her eyebrows and says, "That's weird! Dads aren't supposed to look after babies – mums should!"



4.

A Greek-Australian girl is not invited to a birthday slumber party. Her friend says, "My mum said Greeks don't allow their children to go to slumber parties."



Bias in fairy tales (1)



Jack and the Beanstalk

1. What is the female role?
House work and worrying.
2. What is the male role?
Actively solving problems and gaining riches.



Red Riding Hood

1. Who actively saves the day?
Male woodcutter.
2. What do females do?
Pick flowers, cook and bake.



Rumpelstiltskin

1. Who does active things?
Father, male dwarf, king.
2. What does the heroine do?
Look pretty, spin.
3. What is her reward in life?
Marriage to a rich man.



Bias in fairy tales (2)



Hansel and Gretel

1. What sex are the two evil characters.
Female – stepmother and witch.
2. Who is good?
Father and children.
3. Who is shown as stronger, braver and more inventive?
Hansel, except when he's locked up.



Cinderella

1. Who created problems?
Wicked stepmother and stepsisters.
2. Who is responsible for the happy ending?
Fairy godmother helps, but it is the handsome male who makes it a happy ending.



Snow White.

1. Why is Snow White appreciated?
Because she is beautiful, white skinned and happy about doing the housework.
2. Who acts to save the day?
A huntsman, the male dwarfs and the handsome prince.
3. Who is evil?
Stepmother.



What is discrimination?

Discrimination is when someone is unfair to you because they think you're different from them.

For example, other children or adults may treat you badly at school because you belong to a group they don't like or don't understand. They may treat you badly because you look different to them, or because you do things differently from them. They may call you names which hurt you. They may tease or bully you. They may treat you badly or unfairly in some other way.

The law says that people must not be unfair to you or call you names because:

- you use a wheelchair, need help walking, or have any other disability
- you have problems learning
- you're Aboriginal or a Torres Strait Islander
- you or your parents come from another country
- you belong to an ethnic, ethno-religious, or cultural group
- you have a particular skin colour
- you or your parents speak another language
- you're a girl
- you're a boy.



From: NSW Anti-Discrimination Board.

Your right to a fair go at school

A fair go for everyone

This means that children and adults must be fair to you, and you must be fair to other children and adults.

You mustn't give someone a hard time or tease them because you don't like them or you think they're different. For example, you must not call someone names because they look or talk differently from you. Calling other children or adults names like sissy, poofta, wog, or spazzo is offensive and is unfair. You must be fair to everyone. Treat people how you want to be treated.

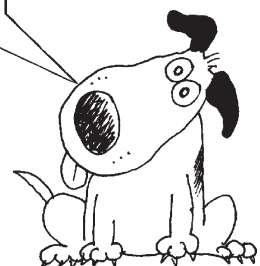
Do I have any responsibilities?

Yes. Just as you have the legal right to be treated fairly, so does everyone else. This means that it's against the law for you to discriminate against or harass anyone else in the situations listed on the side. This includes other students, their parents and teachers.

It's always best to treat others how you would like to be treated. Sometimes you might think that you're only teasing someone when in fact you are really hurting them. Don't be pressured into doing something you know is wrong just because our friends are doing it. If you disagree with someone because they're different from you, try to think before you speak or act. It would be a boring world if everyone was the same! People have more to offer if you try to understand them instead of making judgements. You probably have more in common with people from different backgrounds than you think.

The most important thing to remember is that just as you have the right to expect a fair go from other people, they have the right to expect a fair go from you, too.

*We have rights and responsibilities.
Woof!*



From: NSW Anti-Discrimination Board.

Code of conduct

My code

I will try to:

1. not call other people rude names.

2. _____

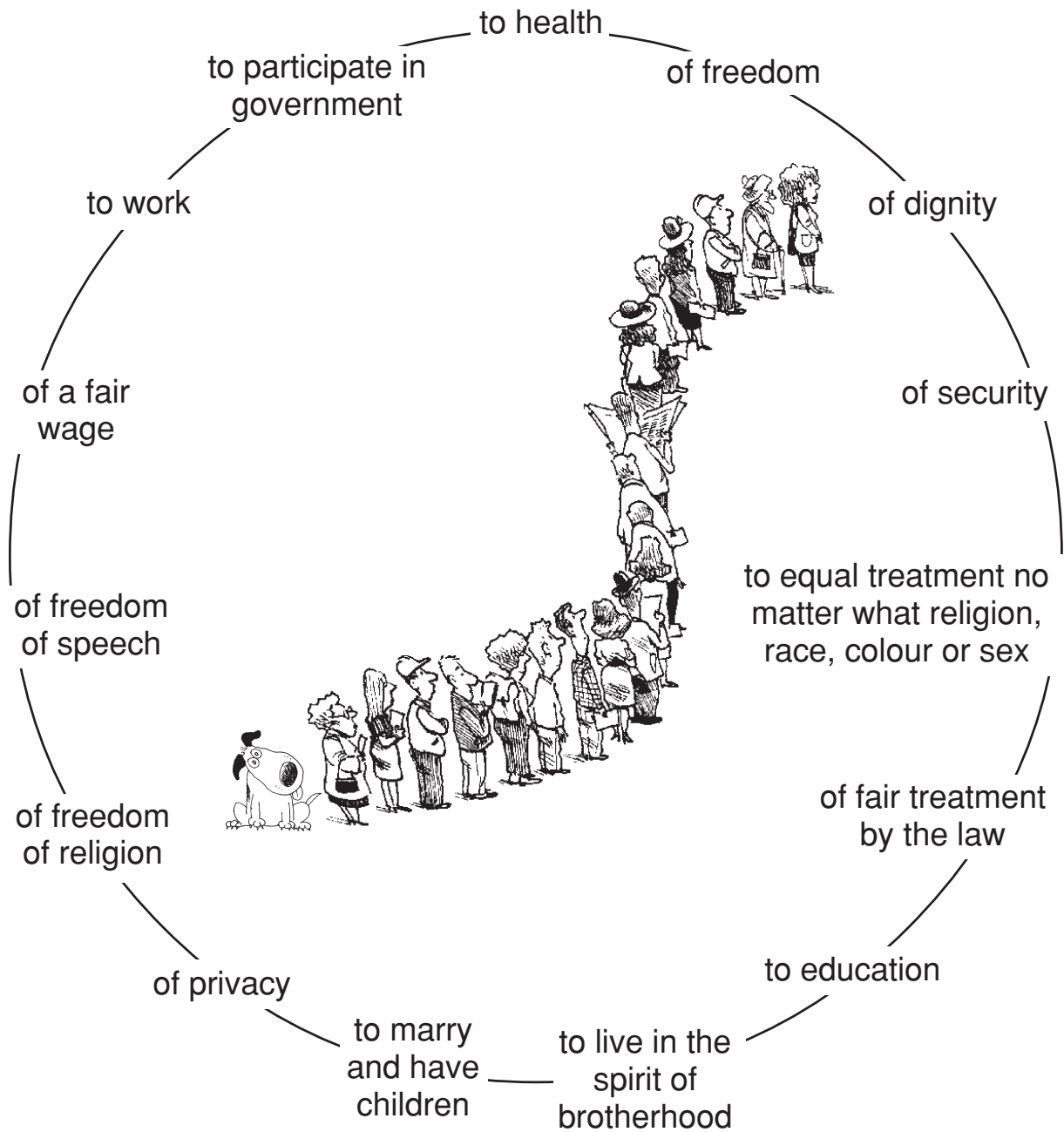
3. _____

4. _____

5. _____



Human rights



Adapted from: *UN International Declaration of Human Rights*

Human rights and responsibilities

Human right	Associated responsibility
1. Freedom of speech	<ul style="list-style-type: none">• Care not to offend others.• Must listen to other's point of view.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

From: www.humanrights.gov.au/youthchallenge/

Proactivism



boycott

march

hunger strike

petition

demonstration

**writing
letters**

lobbying

sit in

STAGE 2

Us + Them = Everyone

Activities for Year 3

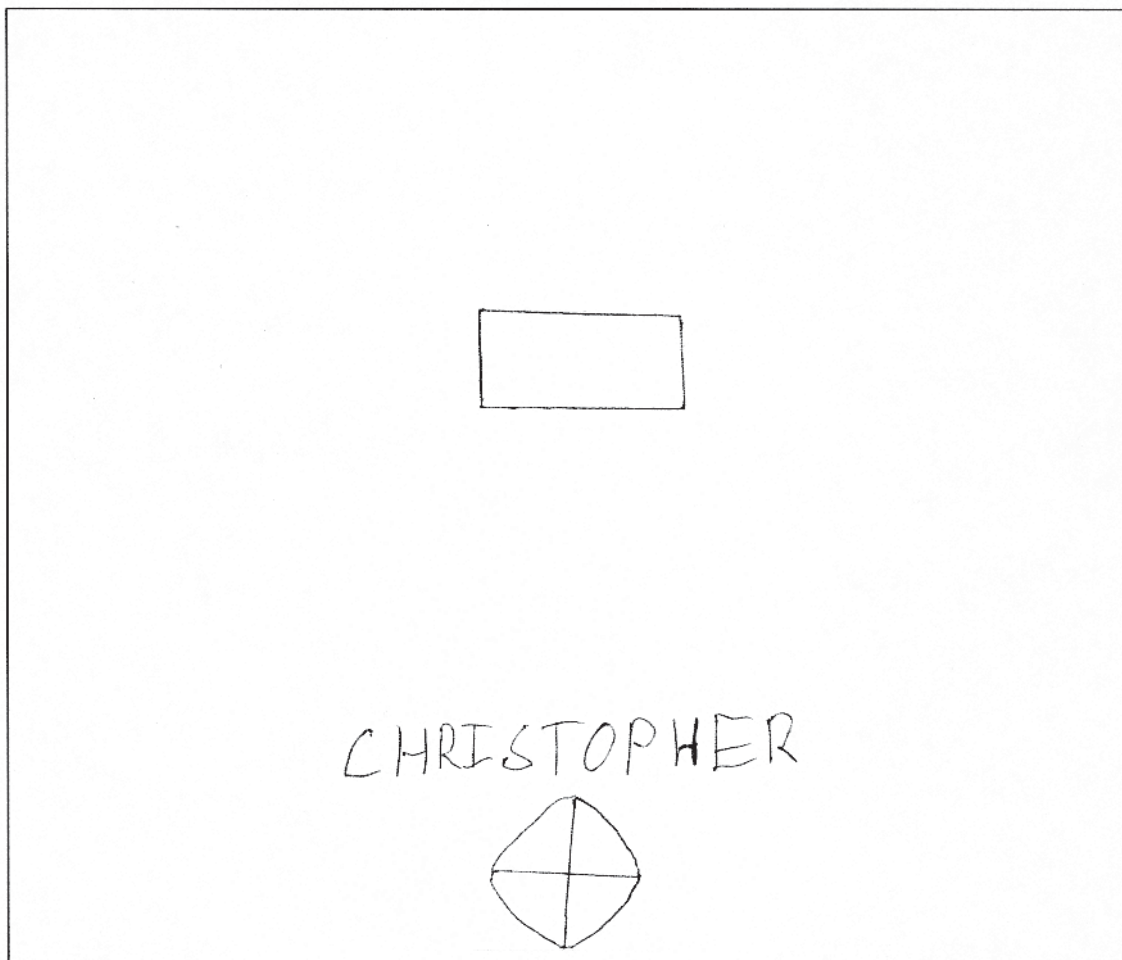
WORK SAMPLES



DEVELOPING EMPATHY WITH OTHERS

Activity 1.1: Individual ability

1. Write your name in capital letters at the bottom of the page.
2. Below it draw a circle that is 3cm in diameter.
3. In the middle of the page draw a rectangle that measures 2 cm on each side.
4. Raise your hand when you are ready.



DEVELOPING EMPATHY WITH OTHERS

Activity 1.4: Contributions of individuals



UNDERSTANDING CIVIL RIGHTS AND RESPONSIBILITIES

Activity 4.1: A fair go for everyone

My Code

I will try to:

- not hurt my brother.
- look after other people's property.
- be on time.
- include people in my games.
- be honest.
- be fair.
- share.