Being Me : Knowing You

Resource Leader Handbook

Australian
Human Rights
Commission
everyone, everywhere, everyday

COMMUNITY
LANGUAGES
AUSTRALIA

*Where language
and culture
come together*

Being Me: Knowing You

A teaching resource about human rights for 11-15 year olds enrolled in community language schools.

Disclaimer

Please be aware that this resource may contain the names or images of Aboriginal and Torres Strait Islander people who may now be deceased. This may cause distress to some readers.

Information about this resource can be found on the Australian Human Rights Commission website at: www.humanrights.gov.au/education/being_me_knowing_you. Also in electronic format on the Community Languages Website at www.communitylanguagesaustralia.org.au.

For further information about the Australian Human Rights Commission, please visit: www.humanrights.gov.au or email paffairs@humanrights.gov.au.

You can also write to:

Public Affairs
Australian Human Rights Commission
GPO Box 5218
Sydney NSW 2001

'Social Justice is what faces you in the morning. It is awakening in a house with an adequate water supply, cooking facilities and sanitation. It is the ability to nourish your children and send them to school where their education not only equips them for employment but reinforces their knowledge and appreciation of their cultural inheritance.
It is the prospect of genuine employment and good health: a life of choices and opportunity.
A life free from discrimination.'

Mick Dodson
Social Justice Commissioner (1993 - 1998)

Community Languages Australia

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Acknowledgments

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Introduction

Being Me: Knowing You

Being Me: Knowing You is a resource package designed to assist the language teacher in addressing human rights issues in the classroom.

The resource package provides a collection of teaching and learning materials for use in the language classroom that is accessible and tangible, as human rights can be complex and difficult to grasp as a concept. The package contains the following:

1. Resource Leader Handbook
2. Teacher's Manual
3. Student Workbook
4. Student Home Learning Resource Book
5. Parent Guide

The information presented in the resource package aims at helping young people understand the notion of human rights and recognise different forms of discrimination. Furthermore, it explores why discrimination is unacceptable and explores strategies for dealing with it.

The community languages sector is suitably positioned to address issues of discrimination as it provides a context for the investigation of culture and language, and in so doing, of students' emerging sense of interculturality as they negotiate their way in a multicultural setting. Often this setting is one that provides a link to their personal and/or parent's own cultural heritage and migrant experiences. It is this setting that is ideally equipped to provide the space needed to explore such issues with peers. It should be noted that the setting of the scenarios in these materials depicts a general secondary school as this permits an exploration of the complexities that occur when diverse cultures intersect in an everyday situation for young adults. Furthermore, it allows students to gain a sense of the connection between their two formal educational environments: mainstream school and the ethnic school.

The resource is aimed to be delivered in the target language by teachers in the second language classroom

Professional development of teachers: the role of the Resource Leader

A professional development program has been designed to facilitate the delivery of the curriculum resource and to assist teachers in dealing with themes presented.

The role of the Resource Leader identified by a school should facilitate the training of teachers in using the resource.

The professional development program is outlined in this Handbook. It is based on two workshops of 3-3.5 hours each (depending on group size). It is recommended that these workshops should be held over a period of no longer than three weeks to provide a sense of continuity. This Resource Leader Handbook contains information and strategies for the professional development of teachers implementing the resource. The Resource professional development sessions should provide scope for teachers to:

- become familiar with the materials
- reflect on the themes presented on the resource
- discuss resource themes with peers
- explore different strategies to assist in teaching the resource
- investigate options for futher development of the resource.

Activities to further facilitate the professional development of teachers have also been included as an additional resource. The Resource Leader might use these activities and arrange the workshops as a series of three (see Extension Activities).

Resources required

- Computer with internet access
- Data display unit
- Poster paper, markers and pins
- Handouts
- Curriculum resource kit
- Whiteboard and markers

Participant groups

The Resource Leader should facilitate the arranging of participants into groups replicating the "study buddy" model used in the student implementation of the curriculum (see notes on study buddies in the Teacher's Manual).

Session 1 of Professional Development Workshop Program

Brainstorm - warm up

On the board write:
Words/phrases I think about when I think of human rights.

Resource Leader note:
A.   You may wish to put the Language List (Appendix 1) on participant desks so that as they enter they might work on this activity while waiting for the whole group to assemble. Explain that the language listed on the handouts will form the basis of activities as the workshops proceed.

b. Ensure that participants are grouped in study buddy groups for this program.

Activity 1.1   (5-8 minutes)

What is discrimination?

Show the UNICEF video
http://www.youtube.com/watch?v=Y5W9H73Za-k=1
Freedom from discrimination.

General discussion:
Explore themes that emerge from the clip.

Activity 1.2   (10 minutes)

Recognising discrimination

Distribute Handout 1.1.
Ask participants to look at the pictures included in Handout 1.1 and identify what they feel are instances of discrimination by placing a cross against that picture.

Discuss the questions in Part 2 of Handout 1.1 as a group and elicit language. Write this language up on poster paper which you can pin up around the room.

Resource Leader note:
At the end of this activity it might be helpful to ask teachers if they know the target language equivalents of the words and phrases written up on the posters. Note: this may not be applicable if you are holding workshops in the target language, however, it might be worth checking to see if

teachers are aware of the English equivalents instead. This may be important to facilitate teacher understanding of English terms used by students, if students require assistance in translating. Distribute Appendix 1 (If you have not already done so) and participants may note down language required for planning the resource as they proceed through the workshop. If this has been distributed, ask participants to review the list and add any language they feel is appropriate.

Activity 1.3   (7 minutes)

Considering the snapshot of Australia

a.   Distribute Handout 1.2.
b.   Explore the teaching objectives of the activity with the participants.

Possible responses:
To facilitate an understanding of:

- Australian demographics
- how students and parents may be represented amongst the data presented
- how to review data in a critical manner (active reflection/critical thinking)
- numeracy skills (interpreting relevance of numerical data)
- fostering of an appreciation of the interdisciplanary element of language learning.

Activity 1.4   (8 minutes)

Placing myself in the picture

Distribute the Survey: Being Me: Knowing You.
Resource Leader Note:
On completion of the professional development program you will ask participants to compare their responses to the first survey with those of their evaluation survey. The responses will provide scope for reflection and discussion. Ask participants to compare their responses with those of the evaluation and use their responses for evaluative feedback and to identify areas for further professional development at the end of the workshops. Explain that surveys will remain with them as part of a personal reflection tool.

Activity 1.5 (10 minutes)

Reflections on implementing the resource

This discussion will be based on participant comments on their survey forms.

    a.   what will be important for students to learn from the resource?
    b.   what may prove challenging for students?
    c.   what may prove challenging for teachers?

Guide a general discussion on what teachers consider they may need to cover in this professional development (PD) program (addressing aspects that may prove challenging). Write these up on a poster. Explain that their responses will act as a checklist for the program.

If there are any aspects that are outside the scope of this program, explain that this is the case so that teachers have realistic expectations. You may wish to asterisk (*) those aspects that do apply to this program as you explain the content of the workshop as per the following details:

The training program will cover:

    a.   conceptualising human rights
    b.   strategies for teaching the resource by going through key teaching activities
    c.   developing student language proficiency using a communicative approach
    d.   developing intercultural awareness
    e.   adopting a kitchen-table approach to whole family participation to support student learning and engagement
    f.   developing teaching strategies in:

        i.   the role of visuals in language learning
        ii.   engaging students through relevant tasks
        iii. creating assessment tasks
        iv. creating a supportive learning environment (the CURL approach to teaching/learning)
        v.   classroom management strategies.

Teaching about human rights in the language classroom.

Handout 1.1 Recognising discrimination

Put a cross in each box if you think discrimination is happening in any of the scenes below.
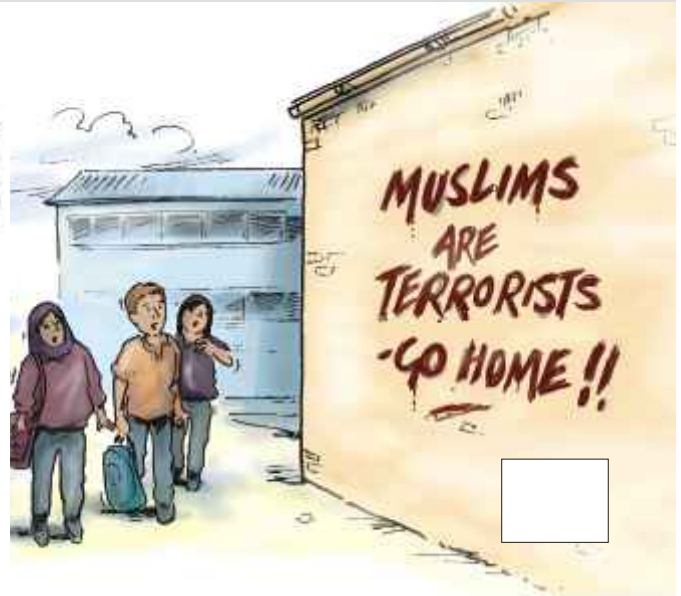
Part 2

Points for Discussion

a. What kind of discrimination, if any, is occurring in each of the pictures?
b. Have you seen or experienced any instances of discrimination? (these may be part of your own experiences or someone you know).
c. In your opinion, what are the effects of discrimination?

Survey Being Me : Knowing You

You might add comments if relevant . . .

Indicate which statement best describes your experiences or understandings by ticking the appropriate box.

I feel . . .	Definately	Not sure	Not really	Comments
it is important to learn about human rights.				
it is important to learn about discrimination.				
I have experienced discrimination (as a victim) and/or discriminated against someone.				
students cover the topic of discrimination in mainstream schools.				
confident that I can tackle the topic of human rights and the effect of discrimination on rights in the language classroom.				
confident that I know lots of strategies should I encounter any discrimination in my role as a teacher.				

a. List four aspects that you feel will be important for students to learn from this topic.

b. What may prove challenging for students in working with this topic?

c. What may prove challenging in terms of teaching? What do you anticipate you need to learn to then be able to teach this resource?

Activity 1.6   (5 minutes)

Explaining the curriculum resource

Resource Leader note:
Here are some details that will assist you in presenting the materials and explaining the resource and how it works.

Do not distribute the resource package at this stage. However point out that it will be distributed at the end of the first workshop.

The Resource Package

Being Me: Knowing You is a resource package which includes a:

1. Resource Leader Handbook (and slide presentation)
2. Teacher's Manual
3. Student Workbook
4. Student Home Learning Resource Book
5. Parent Guide.

The curriculum resource is designed for young adults of 11-15 years of age with an intermediate level grasp of the language. It aims to facilitate language acquisition and develop understandings of human rights. Furthermore, it explores why discrimination is unacceptable and can impinge upon these rights and explores strategies for dealing with discrimination.

Teaching and learning materials

The resource is based around five units presented in the Student Workbook. The first unit presents the themes and introduces important language elements. Each unit in this resource aims at exploring the concept of human rights and how these are present in the lives of individuals.

Units 2-5 each include a scenario of an evolving story of a group of students who deal with issues of human rights at their school. The scenarios explore the issue of discrimination based on ethnicity, disability, age, religion and gender. The scenarios provide a context for an exploration of both positive and negative aspects. Self-awareness, positive action and reflection. Also, discrimination, stereotyping, intolerance and the implications of these.

The resource challenges students to question their own perspectives and life experiences and understand their own rights and those of others.

Activities are designed to get students thinking about the themes. Language is developed as a vehicle for communicating ideas, giving opinions, providing information and investigating themes. Language that is introduced is recycled and developed throughout the unit so that students become familiar with new language items and learn to communicate fluently.

Classroom work is supported and extended through home learning activities. These tasks are included in the Student Home Learning Resource. Students and family members are encouraged to come together to work on tasks, thus creating an opportunity for supporting students in their learning and facilitating a broader understanding of themes by family members rather than just students themselves.

The kitchen-table approach is used as a basis for facilitating collaborative discussions between student and family members. This approach provides a context for the young adults to explore issues relating to human rights and how discrimination affects these in a familiar and comfortable family environment. Each activity is designed to help students and their families come to understand, not only the notion of human rights in a broad sense, but to explore what this concept means to them in the context of their lives. Thus, the kitchen-table approach provides a learning opportunity for all participants.

It should be noted that teachers may wish to supplement activities to assist with scaffolding, rearrange the order of activities etc. to ensure that the teaching and learning objectives are satisfied according to the learner needs of their particular student groups. A Parent Guide is included as part of the resource to inform parents of the themes that will be covered: their importance and how these may be approached in the context of language learning. The Guide also provides a basis for supporting student work undertaken in the Student Home Learning Resource. (The parent guide may be distributed at this point if appropriate).

The Teacher's Manual supports teachers in curriculum delivery. The Manual contains an overview of themes explored in each unit as well as a breakdown of language aspects to assist teachers in preparing and implementing the resource. The Manual contains a number of ideas for delivering the resource (how to organise and implement classroom activities). However, the Manual is not meant to be prescriptive. Participants should be encouraged to consider learner profiles (language knowledge, age, understandings, situation, family context etc.) in how they approach the teaching of the resource. This professional development program aims to facilitate this process.

Activity 1.7 (10 minutes)

Combining the communicative language approach with intercultural awareness: A note on language pedogogy

Discussion on teaching approach

Ask participants to consider why they think the communicative teaching approach with a focus on intercultural awareness has been selected to underpin this resource.

Possible responses:
Students can concentrate on:

- communicating information rather than on syntax
- becoming engaged in the communicative situation as they take on the responsibility of entering into a dialogue that is focussed on information rather than just on language form
- being creative with the language
- learning to take risks and make intelligent guesses about language
- not relying on rote learned chunks of language, instead creating their own language messages understanding how culture is reflected through and in language
- how they perceive the world through their own sense of culture and their own cultural self.

Background explanation to assist you with this discussion

Explanation: Communicative language teaching approach

A communicative approach underpins this resource. Accordingly, materials have been designed to facilitate the acquisition of language skills as a means to communicate in different social settings (specifically in this resource with peers, teachers and parents in both informal and formal arrangements). The materials provide an opportunity for students to make meaning out of the language and communicate messages relating to real life issues.

It is not just about learning grammar rules but about real language. The focus is on communication, interaction and collaborative learning. In this way, the mechanics of the language are not the primary goal of each lesson rather it is the use of the language to communicate on the theme of human rights (work on this aspect is further consolidated via the home learning tasks undertaken at home - see Kitchen-table approach).

As a brief explanation, the traditional language teaching approach emphasises the role of form and function of language elements. Generally, the traditional approach can be said to be concerned with accuracy of grammar and vocabulary in the first instance, whereas the communicative approach is concerned with communicating messages and fluency in the first instance.

Intercultural awareness

Learning a language also implies learning about culture and how each language learner identifies with this culture and their own. This fundamental understanding provides a basis for the teaching and learning activities. Through a range of activities students are encouraged to reflect on their own sense of culture and how they understand that of others, what the notion of culture actually entails and its importance. Furthermore, a student develops a sense of being an intercultural person, that is, one that understands how he/she is "socialised" by his/her own cultural world in relation to that of others.

21,432,000 people in Australia

25% born overseas

75% born here

AUSTRALIA

07/08 149,365 people came to Australia

30% of marriages are between people of different countries of birth

Figures taken from the Australian Bureau of Statistics (ABS) and the Department of Immigration and Citizenship (DIAC) websites

3 million (16%) speak a language other than English

1 in 25 needs daily help
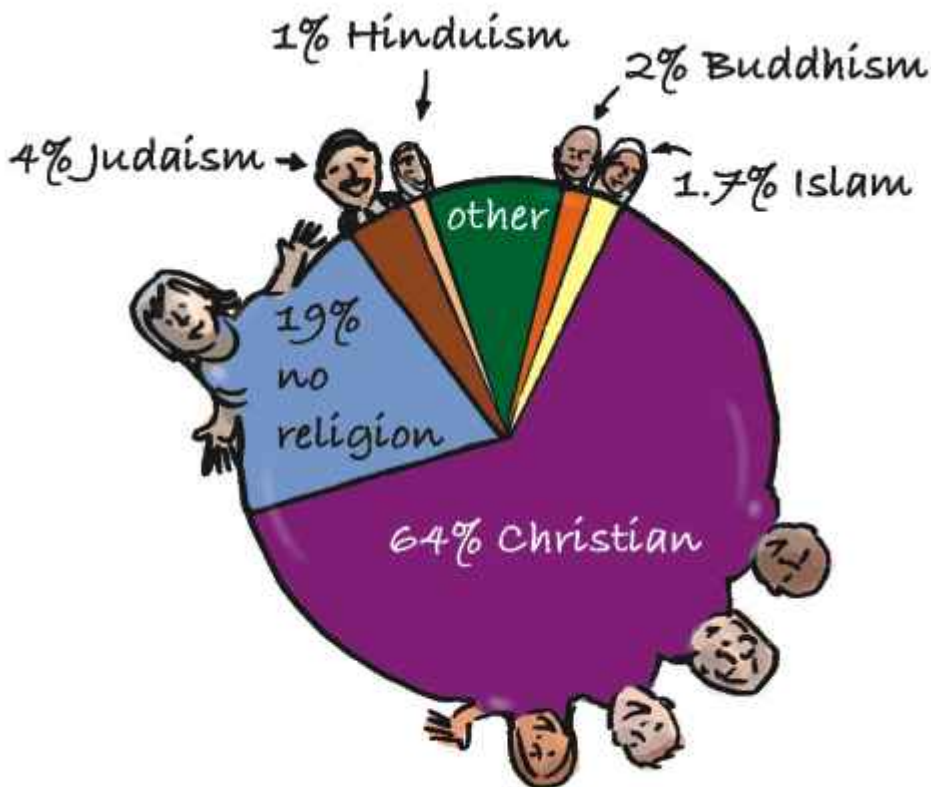
4% Judaism →

1% Hinduism

2% Buddhism

1.7% Islam

other

19% no religion

64% Christian

Figures taken from the Australian Bureau of Statistics (ABS) and the Department of Immigration and Citizenship (DIAC) websites

Arabic 1.3%

Cantonese 1.3%

Greek 1.4%

Italian 1%

Mandarin 1.2%
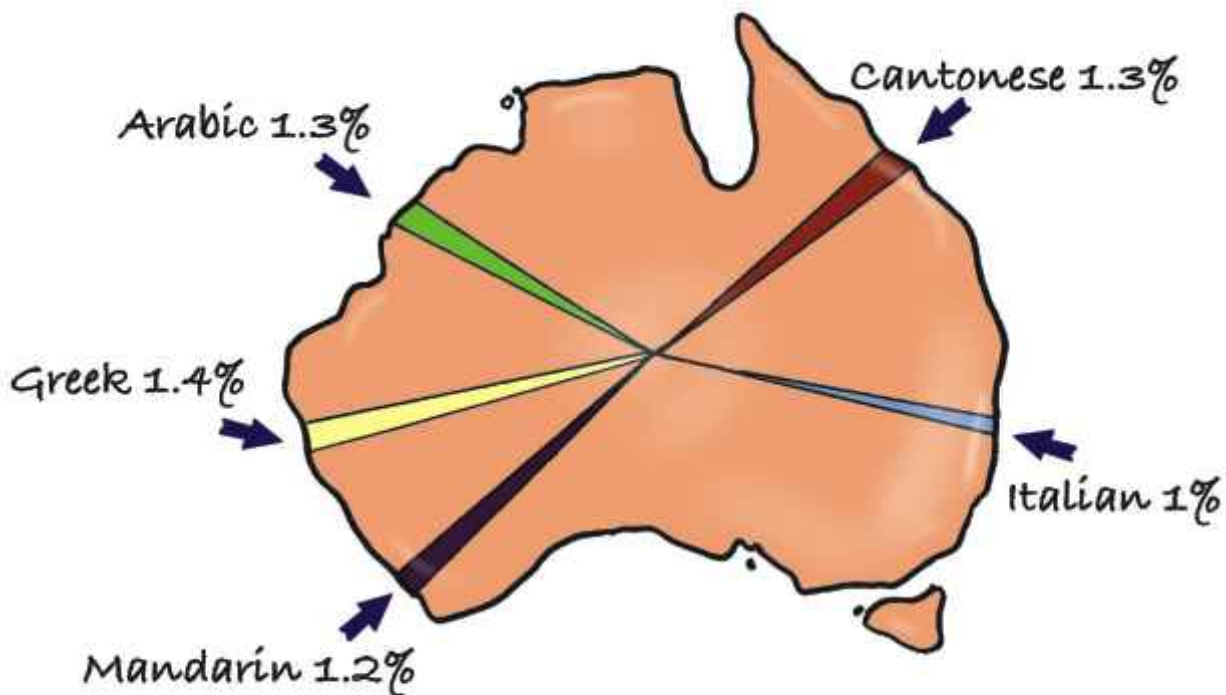
The most commonly spoken language
is English

The percentage of the
population aged
65 years +
increased from
12% to 13%
from last census

65+

Tasks

A.   Circle the picture that represents a person you know, for example, if you know a person who needs assistance with self-care, circle that particular item.

Extension activity: Write a number against the item of the number of people you know who are represented by the data, for example, if you know two people who need self-care assistance write the number 2 next to that item.

b.   Review the data and list the three most interesting findings.

Handout 1.3

Worksheet : Planning notes on the implementation of the resource

Note down the participants you would invite to the information session:

☐ students

☐ parents

☐ parents and students

☐ others (who would these participants be?)

Make your notes here on who would be included and why.

When would you introduce the resource? (eg. one/two weeks before it starts)

In the table below note down which activities you would use and how

Activity	How will it be used

What other activities do you think might be relevant to include during the information sesson(s)?

Activity 1.9 (10 minutes)

Teaching strategy

Ask participants to reflect on how they might use the tasks undertaken during this session (or others they may be aware of) to prepare for the implementation for the resource.

Possible responses might include:
- information session for students
- information session for parents or both parents and students.

It is appropriate that teachers discuss the following aspects with the students in the week they present the unit:

- rationale for the unit
- how teachers will work through the materials and the culminating event
- the participation of others; for example with study buddy groups or their families through Home Learning Resource Book.

Preparing to implement the resource

Explanation
Before embarking on this unit it is important to introduce the topic to the students and their families a week or two before teachers implement the materials in class.

The students and their families should be informed of the topic and the rationale for covering this important topic in the community languages school curriculum. They should understand how family support will contribute to the outcomes of the topic and how essential this support will be.

The Letter to parents is found in Appendix 2 of the Teacher's Manual for the school to use with parents and the school community. As a resource leader, you may wish to distribute this as a handout for this workshop. Point out where it can be modified to detail the culminating event. Details of this event will be outlined later in this program.

Handout 1.3 provides an opportunity for participants to plan the introduction of the resource. Give participants 5 minutes to jot down their notes.

Activity 1.10 (10 minutes)

Developing critical thinking skills

Explanation
Explain that students will be required to consider a range of issues and analyse them from different perspectives, hence, the activities so far. In short, they will be guided to develop a sense of critical thinking. To assist the students with developing this important learning and life skill take the students through the Six Critical Thinking Friends. These also appear in the Student Book.

These are:

What?   How?   When?   Who?   Where?   Why?

An activity that introduces the resource has been set up to help students become familiar with the use of the Six Critical Thinking Friends so that they can develop their analytical skills as they work through the resource (see Appendices: Poster 1).

Explain that a poster has been organised for teachers to put up in class to help them facilitate the development of these skills. Students will also engage in creating practical products demonstrating their critical thinking through such activities as mind maps, diagrams, planning the culminating event and developing their own Declaration of Human Rights etc.

What is discrimination?

Ask participants if they are familiar with how to complete a mind map. An example of a mind map is provided (Handout 1.4). Distribute these to participants to complete in their study buddy groups. Participants to guess what the key word might be and insert it in the centre circle. Participants should, in study buddy groups or as a whole group, suggest possible key words that can be inserted in the outer circles.

Possible responses may be:
- centre circle: education
- outer circles: literacy, numeracy, teachers, vocational preparation, books, library etc.

learning

students

reflection

personal growth

opportunity
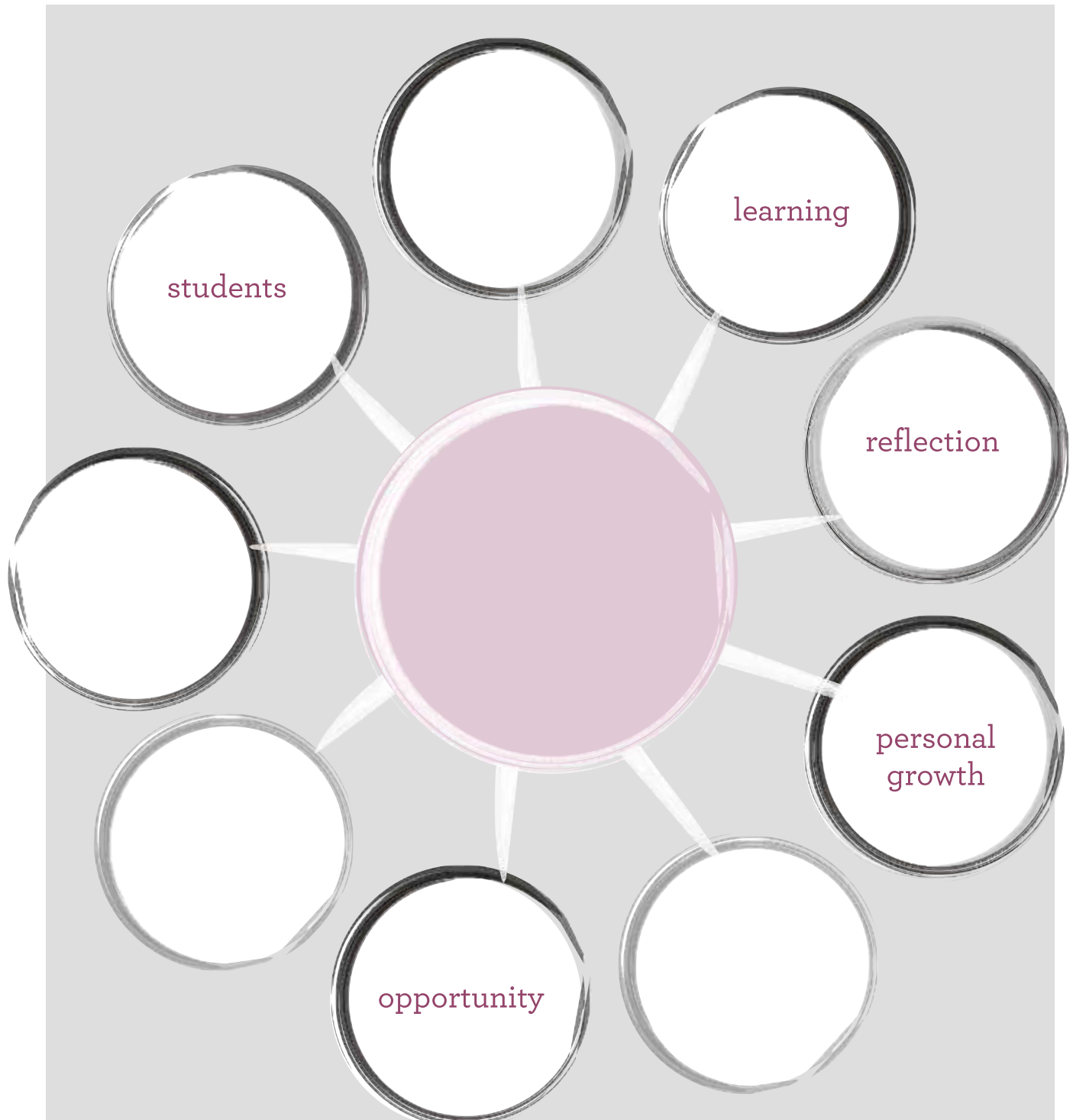
Activity 1.11 (5 minutes)

A. Ask participants to complete the mind map on discrimination as individuals.
B. Participants should then compare their maps with their study buddies and discuss responses.

Participants (in their study buddy groups) to review language list that they expect to be used in this resource in the list (in target language or both target and English for the sake of note-taking). Refer participants to Appendix 1: Language Planning

C. Bring the participants together to discuss responses.

- Explore which terms were commonly used. Ask participants which of the terms they think their students would be familiar with.
- (Insert a tick in Column A) of the language list and those terms Students would be familiar (insert a tick in Column B).
- Explore the language that they expect students would need to use as part of this resource.

Handout 1.5 Mind map on discrimination
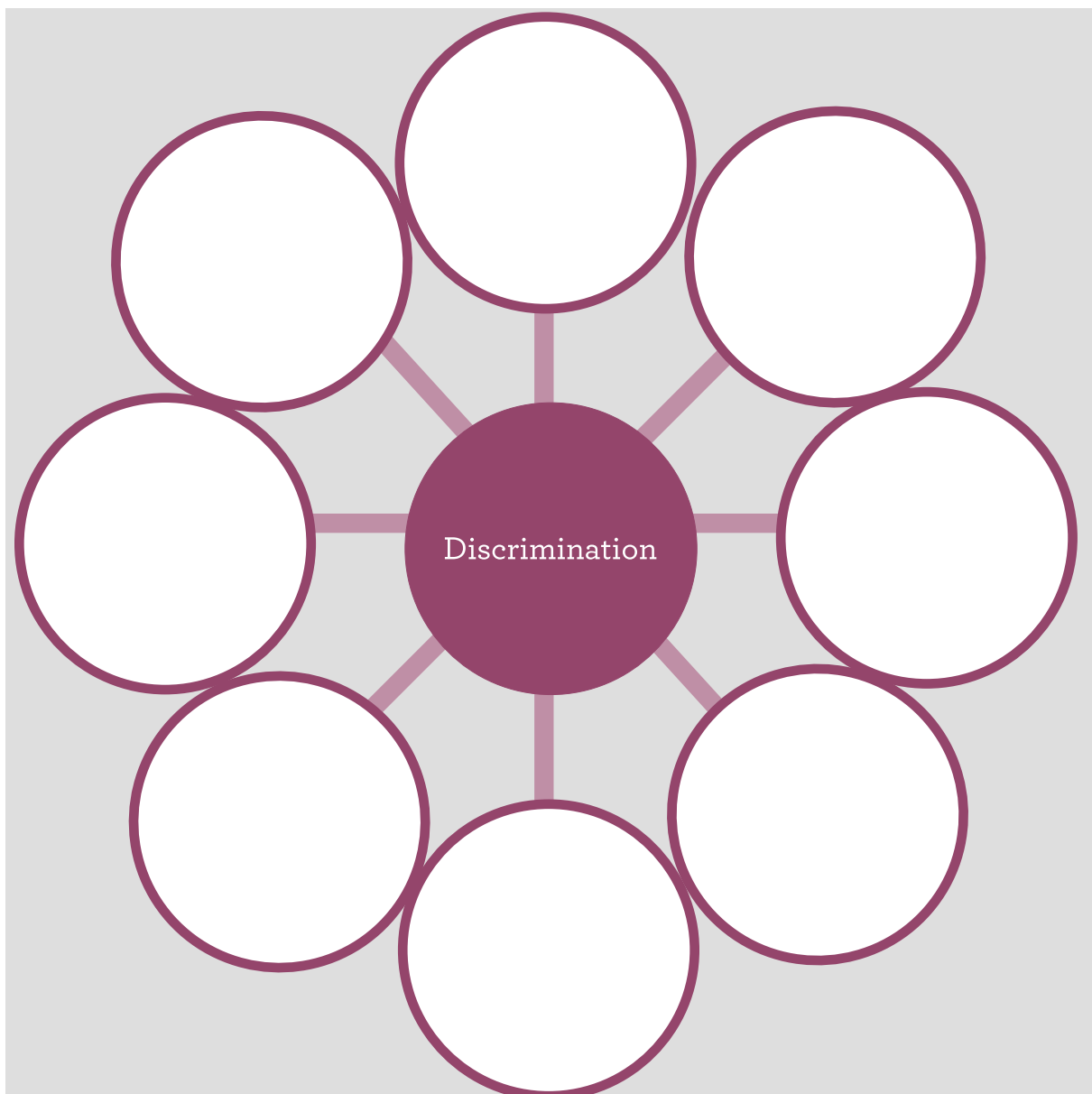
- What is discrimination? What discrimination actually entails? Possible responses : treating others differently based on race, religion, gender, disability, age etc.

- Why might discrimination happen? Possible responses: people do not understand others, scared, intolerant, protective, insecure etc.

- In what ways is discimination expressed? Possible responses: offensive language, disrespectful behaviour, not respecting people's rights at work etc.

- What are the effects of discrimination?

  - On a personal level effects might include causing hurt, anger, anxiety etc.

  - It may limit life opportunities as a victim might withdraw from study or work situation if he/she does not feel comfortable or safe.

Activity 1.12   (5 minutes)

The importance of modelling

Discussion

General discussion: Ask participants to reflect on the role of modelling activities.

When might a teacher model activities?
Possible responses:

- when the language is new and students need to opportunities to listen to the language and/or use it with guidance
- when the actual task itself is new or complicated and involves some practice to understand the steps or execution
- when a teacher wishes to check the degree of student comprehension in the target language. modelling provides an opportunity to clarify understandings and expectations and scaffold student understandings.

Activity 1.13   (5 minutes)

Expressing opinions

Agreement and Disagreement

Explanation:
One way of respecting others is to listen, express opinions politely and object to opinions in an equally polite way. Language plays an important part in this. Students need to be prepared for developing competence in expressing opinions.

Explore which terms are used to express a. Agreement and b. Disagreement (politely).

Expressing agreement:

a. That's an interesting point.
b. I think that is right.
c. I agree.
d. That is an interesting idea.

Expressing disagreement:

a. That's an interesting point, however . . .
b. I think that is right, but . . .
c. I understand what you are saying but . . .
d. I don't agree . . .
e. That is an interesting idea, on the other hand . . .
f. We will have to agree to disagree.

Ask participants to consider the difference between English and the language they represent. Consider the following in the context of what needs to be taught or revised in preparation for this resource:

a. differences in expression
b. indicators of politeness (eg. use of conditional)
c. cultural aspects of how to express opinions (for example the use of honorifics, respecting people depending on relationship etc.) and how this respect is demonstrated (lowering of eyes etc.).

Activity 1.14   (5 minutes)

Recognising discrimination

Ask participants how they know if something discriminatory is said or done? How do they recognise discrimination?

Possible responses:
- feeling uncomfortable/hurt/threatened
- the impact on their sense of identity/sense of dignity
- sense of having to defend oneself against an unfair judgement or response.

Activity 1.15   (10 minutes)

Refer participants back to Handout 1.1.

Ask participants:
What are the effects of discrimination? On individuals? Socially?

Elicit some key words such as:

- dignity
- respect
- human rights
- equality

Write these terms up on the board in columns.

Discussion
a. Ask the teachers how they might try to develop an understanding of these terms amongst their students.
b. What are the problems with teaching abstract concepts in language classes?

This discussion should then lead on to the role of the design of the Home Learning Book and the focus on providing scope for family dialogue on the main issues.

Activity 1.16 (10 minutes)

The role of home learning tasks

Distribute the Student Home Learning Resource Book.

Ask participants to review the home learning tasks 1 and 2 for Week 1 in the Student Home Learning Resource Book.

Discuss the:
● value of getting family participation in home learning
● particular value for this resource, in light of the topic
● expected challenges to getting family participation

Explain that the resource is based on the kitchen table approach

Explanation of the kitchen table approach as adopted in this resource

Students are asked to complete tasks in the Student Home Learning Resource Book with their family members. By using activities in this resource book, family participation is engaged. The students and their families explore aspects of human rights in general and the effects of discrimination on these rights. The activities depend upon cooperation of family members and collaborating with them on sharing experiences, insights and opportunities to develop understandings further.

Using the kitchen table approach capitalises on established conversations that occur in families in informal settings: while taking or preparing meals, visiting or other moments when families would come together. These tasks aim to encourage some exploration of issues through family experiences thus bringing about shared understandings of knowledge about human rights.

The topic is important and it touches on the lives of students and the people closest to them. Activities, particularly home learning activities, have been designed to enable students to engage their families in discussion and tasks.
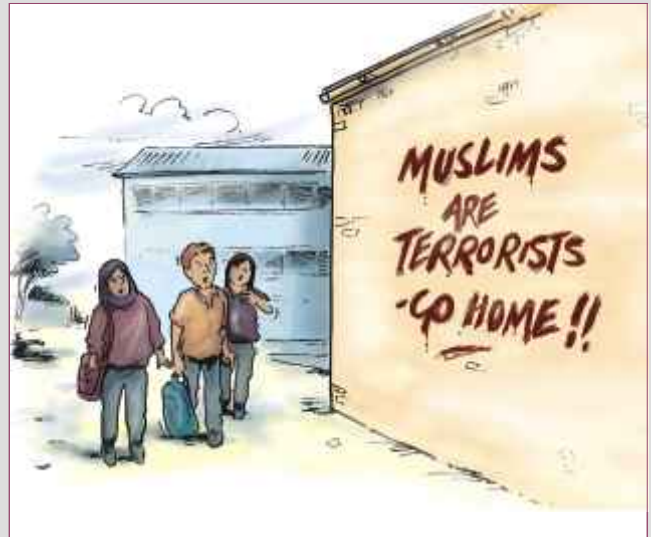
General discussion:
What are the advantages of involving family members for your students and yourself as a teacher?

Possible responses:

● deeper level understandings are facilitated by broad discussion. These discussions support student learning and the teaching.

● involving family members will help students develop a sense of the human rights topic and how human rights are integral to everyone's everyday life in a practical way (for instance, positive strategies). Family members may also find they share their own experiences in a safe, comfortable family environment.

● as students learn about topics with their family members, these members may also come to understand the practical aspects of human rights and how these might effect the family's own life experiences. In this way, through the student learning, a wider circle of learning is established.

● engaging the family about a real social issue is a way of facilitating important dialogue on the subject with crucial family members and informing the family of human rights and how these are interpreted in Australia. Also, it is a vehicle for community involvement as students act as a "gateway" to information that families and communities may not necessarily have access to otherwise.

The last unit depicts the characters planning a school-wide human rights awareness event aimed at fostering acceptance and an awareness of these rights. In this way, this resource can be used as a catalyst for students (with family support) and teachers to plan their own activities around the same theme. This set of activities might be organised for students of this program, or it can be done on a wider scale, that is, getting whole school involvement or involving the whole school community. This event forms the culminating event. This will be covered as participants move through this professional development program.

Activity 1.17 (8 minutes)

The role of visuals in language learning

Ask participants to discuss the:

A. role of visuals in language learning in their study buddy groups (that is, the rationale for the use of visuals)
B. the sort of visuals participants use in class and how these are used.

Distribute Handout 1.6.
Explain that each unit has a core structure based around each dialogue. Students:

1. are invited to predict the story before they read the dialogue
2. read the dialogue
3. do a language review so they understand the meaning
4. review their predictions
5. check on comprehension.

Ask participants to consider what they feel the teaching objective would be in starting off with predicting the story via visual cues. Participants can refer to Handout 1.6 to get a sense of the story in the curriculum resource.

Possible responses:

- visuals assist in eliciting student engagement with the story (active participation - students read/listen to the dialogue after reviewing the visual to check against their predictions)
- visuals provide students with a chance to prepare cognitively for the issue/s covered in the dialogue as students are required to use the language to make predictions. In this way there is a language warm-up embedded within each lesson. Furthermore, teachers are able to use the warm-up to monitor gaps in language proficiency to assist with student language development
- visuals provide students with a chance to discuss content and express opinions about the what the visuals represent (agree/disagree) in an authentic context for using and learning the target language.

Activity 1.18 (5 minutes)

My Martian

Working in their groups, ask participants to review Handouts 1.7 and 1.8 (these are in Unit 2 of the Student Workbook and should be prepared as handouts for this activity).
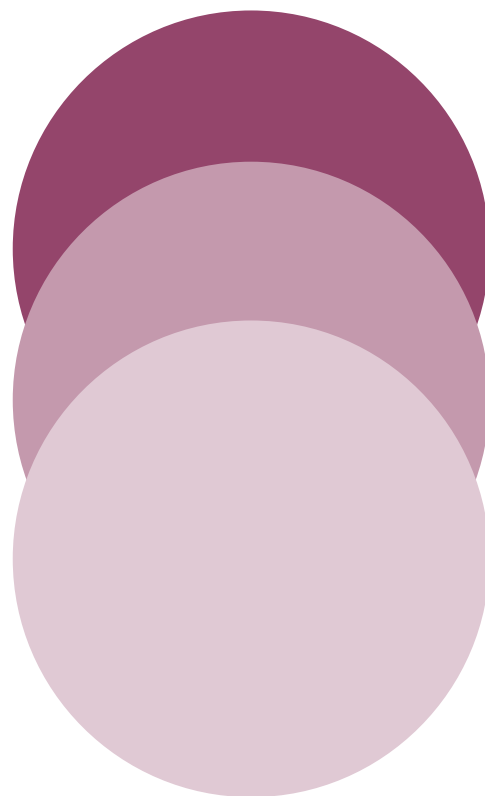
Handout 1.7 My Martian

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Task A: My Martian

A. Create a poster: Draw and label a stereotype of a Martian. Think about:

- physical features
- facial features
- dress/costume
- colour
- gender
- age
- other details you might like to add

Task B: Describing my Martian

	Hobbies
	A description of its world (eg. housing, family group etc.)
	Mode of communication (language type)
	Attitude towards humans

C. When the posters and seperate descriptions are completed, pin them randomly around the room for all to review as they walk around the room. Students should match the picture with their descriptions.

D. Discussion: My Martian

The teacher should lead a class discussion asking the following questions:

i.   What sort of Martian did you depict and describe?
ii.   Was it similar or different to that described by your classmates? How?
iii.   Consider whether you have depicted a stereotype of a Martian. Where might this stereotype come from?

E. Considering stereotypes

Teachers as students to work with study buddies and consider the following:

I.   What are stereotypes?
II.   List the stereotypes that exist of the groups listed in Handout 1.8.

Handout 1.8 Stereotypes

A. What stereotypes exist of the following cultures or groups?

Groups	Details
Italians?	
Indians?	
Australians?	
Indigenous Australians?	
Catholics?	
Muslims?	
People with a disability?	
Older people?	

B. What stereotypes exist of your culture, if not represented above? Complete the table below.

Aspect	Stereotype
Dress	
Mannerisms	
Language (how people talk)	
Appearance	
Food eaten	
Any other details	

C. Which ones are positive and which are negative, if any? Put a (p) next to the positive stereotypes and (n) next to the negative ones.

Activity 1.19 (10 minutes)

Teaching objective

Invite participants to discuss the teaching objectives for Handouts 1.7 and 1.8 as study buddy groups.
Bring the whole group together for a discussion after 5 minutes.

Possible responses on the teaching objectives:

Developing a sense of:
- the concept of stereotypes, and accuracy of these
- student attitudes towards others
- the cultural self which is interlinked with a sense of the student's own identity.

Ask participants if they feel they might adapt the activities in any way to better suit their learners (eg. adjust to take into account learning styles, interests eg. in avatars, maturity levels etc.). Explore how the activities might be modified to suit class profiles and reasons why.

Discuss the importance of interpreting classroom resources using teacher understandings of their own learners as a filter.

Possible responses:

Activities may be modified for:
- new language covered
- emphasis on different language aspects
- ordering of activities to assist with classroom management
- decisions regarding implementing extension activities to challenge students
- cultural aspects, that is, to make the materials more culturally relevant
- different learning styles, special needs etc.

This concludes Session 1 of the Professional Development Workshop Program.

Distribute copies of the Teacher's Manual, Student Workbook, Student Home Learning, Resource Book and Parent Guide (if not distributed earlier). Ask participants to review the materials thoroughly in preparation for Session 2.

Request that in particular, they:

a. read the first section of the Teacher's Manual
b. review the materials for aspects of relevance to the students' own lives
c. go over the notes on the culminating task.

Activity 2.1 (10 minutes)

The importance of topic relevance in the language classroom

Explanation:

The teaching objectives that form a basis for the activities aim at providing scope for an exploration of issues in a context that is relevant to students and their families through:

- scenarios that reflect a student's own (youth) world
- providing authentic context for the exploration of themes and use of target language
- widening student sense of correlation between the community language classroom and the world outside this classroom
- scope for family discussion on the matter and sharing of information, experiences etc. in a comfortable, supportive environment while providing scope for language development (via home learning tasks and the adoption of the kitchen-table approach).

Ask groups to list four examples of activities that they feel align well with providing students (and their families) with a sense of relevance.

After five minutes organise whole group discussion on responses.

Activity 2.2 (20 minutes)

Assessing student progress: Culminating task

Students are asked to devise a product that demonstrates their individual learning journey based on this curriculum resource. This product should provide an indication of both language learnt and understandings of topic themes.

Refer participants to Unit 3, Activity 11 in the Student Workbook.

A. General discussion: Ask participants to consider the role of feedback for such an activity

Possible responses may be to provide students with:

- direction in their learning - whether the students are on the right track
- a sense of progress - what is going well, what needs more work.

Possible responses may be to provide teachers with:

- an understanding of student progress (understandings and language mastery)
- an opportunity to concentrate on reviewing certain aspects of learning and provide feedback on those information to assist with reflection on how to proceed with lesson planning (eg. need for revision etc.)
- information to assist with parent-teacher communications (eg. reporting).

B. Ask participants to come up with a set of criteria on how they would assess the culminating task. Ask participants to use Worksheet 2.1 to construct an assessment rubric for the culminating task.

Possible assessment criteria may include:

- general use of vocabulary
- grammar
- evidence of new language being used appropriately
- cultural elements reflected appropriately
- level of spoken language (correct pronunciation / intonation etc.)
- use of standard variety of language
- if written, the correct spelling used
- reflection of key messages these can be quantified eg. 2, 3 messages etc.
- use of visuals
- level of creativity
- presentation
- originality
- tone
- text structure.

C. Ask participants to review the criteria in view of scores against each. Ask participants to consider how they would allocate scores and why.

Participants might express the view that certain competencies are more critical than others in light of this task. Explore this perspective.

D. Explore how participants might use this activity to engage learners and how feedback might be used to encourage students towards achieving (in this unit or others).

E. Explore what other helpful feedback teachers might provide to students.

Possible answers:
Comments on:

- motivation, application of student to the task, time spent on task,
- aspects that were done particularly well
- aspects the student could have attended to in order to improve the outcome/product
- patterns of language errors of which to take note.

Worksheet 2.1 Creating an assessment rubric

Example assessment rubric

Culminating Task

Criteria	Possible Score	Score achieved
Total score		

Activity 2.3 (10 minutes)

Dictagloss

Explain that you will model a task and that the participants will take on the role of students in a dictagloss activity.

Resource Leader background information: The Universal Declaration of Human Rights

The Universal Declaration of Human Rights was adopted by the United Nations General Assembly in 1948. It is the basis for human rights protection and promotion around the world and has been endorsed by all countries. Many countries have included its provisions in their basic laws or constitutions. This Declaration stresses that human rights apply to everyone when it states that:

'Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status'.

The Universal Declaration of Human Rights

Task instructions*:

1. Participants should work in their study buddy groups.
2. Read the text at normal pace. The participants (students) should listen to the piece to get a general sense of the key messages.
3. Explain that you will reread the text. Working on their own, participants should make notes of key words and phrases. On completion, allow one to two minutes for participants to review their notes and add any details.
4. Reread the text at normal pace for participants to check their notes and make any additional notes.
5. Participants to work in their study buddy groups to reconstruct the text. The aim is not to reproduce the text exactly, rather to produce a text which contains all the key messages using correct language.

*If there are participants who are familiar with how to do a dictagloss activity, ask them to explain the steps to the workshop group.

Dictagloss Text

Dictate the following text as per the dictagloss method:

Human rights are about everyone being treated fairly and equally. Everyone is born with human rights. It is up to governments and individuals to make sure that these human rights continue to be respected. Some of the rights that you are entitled to in Australia are the right to:

- live with your family
- a basic education
- be treated equally by the law
- think what you like and practise any religion
- say what you like (without inciting hatred or violence)
- an adequate standard of living, including adequate food, clothing and housing
- access appropriate health care
- maintain your culture and language
- freedom of movement
- privacy
- freedom from discrimination.

Activity 2.4 (10 minutes)

A. Review dictagloss
Inform participants that the next step is to review the reconstructed text as a group correction activity.

Check against original version and discuss student reconstructed text versions. Remind participants that the objective is on communicating relevant messages, not necessarily on the exact replication of text.

B. Once the participants have reconstructed the text, invite suggestions on which aspects of their writing they might ask students to review in checking their reconstructed text.

Possible responses:
- ensuring that key vocabulary/phrases are included and understood
- sentence structure is appropriate
- punctuation is correct
- spelling is correct
- key information is included.

Activity 2.5 (5 minutes)

Ask participants to consider what the learning objectives of the dictagloss activity might be:

Possible responses:
The dictagloss activity promotes:

- developing listening skills
- awareness of aspects of language such as grammar and punctuation
- vocabulary use in context
- reconstructing text from language clues to reflect meaningful communication
- independent thinking about the messages and about language elements
- cooperative learning.

Activity 2.6 (15 minutes)

Taking responsibility

a. Write the phrase Taking responsibility on the board and elicit discussion on what participants consider may be ways in which students demonstrate taking responsibility for their own learning journey.

Possible responses:
- practical aspects such as getting to class on time,
- bringing the correct equipment
- doing homework regularly
- making an effort to use the target language
- being engaged in their learning.

b. Bring the focus of the discussion to what it means to be engaged as a learner, apart from the practical aspects.

Possible responses might include the student making attempts to:
- use the language creatively
- think critically about the topics and language presented
- make meaning out of the language
- make the language a vehicle for their own communicative purposes.

c. Human Rights Everyday
Ask participants to review Worksheets 5.1, 5.2 and 5.3 from Unit 5 in the Student Workbook.

d. Teaching objective:
Ask participants to reflect on the teaching objectives of these activities and how they might fulfil the broad teaching objective of engaging students with the topic explored. As a resource leader you may wish to use the discussion guide in the Teacher Manual for 5.2 to help with this activity.

You may also wish to explore the rights students might list on Worksheet 5.3.

Overall considerations

Explanation

Inform participants that the professional development program will now turn to general teaching aspects, in particular:

Establishing a comfortable classroom environment

This involves:
- modelling respect
- the CURL approach
- engaging students
- classroom management

Activity 2.7 (10 minutes)

Establishing a comfortable classroom environment

Explanation: Establishing a comfortable classroom environment

The design of the curriculum materials acknowledges the sensitivity of the themes explored. The teaching approach should, then, also reflect an awareness of the complex nature of the topic and working with various students from different backgrounds and life experiences.

The student-teacher relationship

The student-teacher relationship is a vital ingredient to successful learning and teaching experiences. Establishing a respectful and content working environment is as important to the students as to the teacher. Students appreciate the work a teacher undertakes to create the right learning atmosphere. This is done by establishing an environment of shared respect: respect for the teacher and for peers.

Brainstorming Activity: Working with the whole group explore the notion of how teachers might model the notion of 'respect'?

Distribute copies of Handout 2.1: Modelling respect and Handout 2.2: Positive teaching strategies

The notion of 'respect' can be modelled by a teacher by . . .

- using student names frequently so students understand that you know them and appreciate their participation in the class

- listening to what students say and ask others to be quiet so that they can listen

- providing constructive feedback to help students develop their understandings

- using polite words or expressions that denote courteous behaviour, as culturally appropriate, for example using the terms: please, thank you, excuse me etc.

- developing student confidence

- encouraging participation by acknowledging contributions (even if answers are not always right a teacher may reward effort)

- being patient (stay calm and do not shout)

- modelling answers to ensure students understand instructions and feel comfortable with knowing what is expected of them

- speaking to individual students about their contributions

- respecting individual personalities of each student (their learning style, interests etc.)

- enforcing rules firmly and courteously

- being fair (treating everyone equally)

- providing lots of praise (praise, praise, praise!).

Handout 2.2 Creating the learning environment

Positive teaching strategies to assist you in establishing the right classroom environment

Positive teaching strategies

a.   Prepare your lesson beforehand and ensure you have included enough practice activities for the students in your classroom (think of language levels, learning styles, interest levels etc.).

b.   Do not speak until you have everyone's attention. Do not speak over students. Sometimes speaking in a quieter voice will mean that students have to stop and listen carefully to hear what you are saying.

c.   Outline the learning purpose or objective of the lesson. Explain what students will do and the relevance of the activity/activities (why they are important to the learning and of interest). Engage student interest from the start.

d.   Ensure that there is just enough new language to challenge students without overwhelming them.

e.   Model the new language as much as is possible (without being overly repetitive - this will depend on student levels of understanding and proficiency levels).

f.   Provide plenty of practise opportunities. Students will need to practise the new language by seeing it (reading), hearing it (listening) and using it (writing and speaking). Provide opportunities for students to work with and play with the language and new concepts/knowledge so that it all becomes familiar to them.

g.   You may need to stage the learning, that is, present new language/knowledge then provide practise opportunities and then present more new language/knowledge with further opportunities for practise. Best to do less well than try to cover too much and frustrate student learning.

h.   Check learning and provide feedback as you go. Provide helpful feedback as you monitor the learning that takes place (however, careful not to overcorrect!).

i.   Give clear instructions and model tasks whenever possible so that students understand exactly what is expected of them.

j.   Stop the activity in plenty of time to provide feedback on student learning and behaviour. You may also use this opportunity to ask students about three things that they learnt during the lesson or their favourite activity etc.

Activity 2.7	(20 minutes)

CURL Approach

Distribute Handout 2.3.

Ask participants to consider the diagram and the key phrases. Ask participants to note down what the diagram means to them.

Invite a general discussion to share thoughts and what each of the phrases mean and how might these be demonstrated in the classroom in practical terms.

Note for the Resource Leader

Explain to participants that it is important to remember that all students have their own way of processing information and dealing with it. Life experiences, a student's own sense of identity within their reality (family and community) and culture will all act as filters for making meaning out of the information received. Teachers need to be mindful of this as the teaching and learning evolves from implementing this resource. In a sense, this resource signifies a journey that the student, teacher, and the student's family take together. Some students will be more prepared to participate in the journey than others. Some will be hesitant because they are unsure, or due to previous experiences with the themes that cause some confusion, concern or even anguish.

The teacher will need to proceed carefully but decisively. It is important that the teacher understands the importance of the resource and believes in the themes presented. Conviction on behalf of the teacher will assure that students understand the importance of the topic and the learning objectives. They will look forward to taking part in activities that promise to challenge their curiosity on the subject and the language learning that underlies each activity. Lack of conviction may mean that students do not feel assured about the importance of the objectives and participation levels may be low.

Curiosity in students is an instrumental learning vehicle. It means that teachers can engage this curiosity to make language and concepts meaningful, interesting and enjoyable. It allows students to maximise learning through engagement.

Creating a supportive learning environment is important in general, and is particularly important when dealing with issues such as that of human rights and discrimination.

Students will need to feel that they are:
Cared for
Understood
Respected
Listened to

This can be remembered as the CURL aspect of learning.
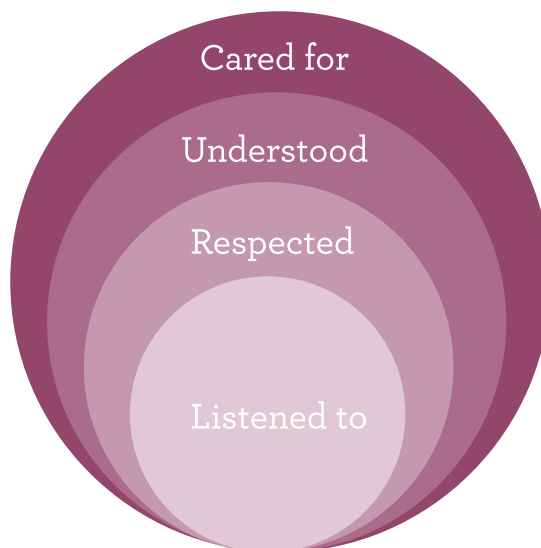
Draw up a table on the board with the appropriate headings as per Table 1 and insert participant responses. Possible responses are included in Table 1.

Table 1

Interpretation of terms	Application in the classroom
Cared for: ● safe ● treated as individuals, ● treated as important enough to be cared for.	**Ensure that:** ● everyone's safety is assured (handling of equipment, no bullying tolerated etc.) ● learning style understood/profiled ● student is respected ● all students are treated equally.
Understood: ● special learning needs of the students are taken into consideration, ● background of each student is understood and acknowledged, ● acknowledge the whole person in your student.	**Ensure that:** ● attempts are made to reflect on why certain behaviour occurs and how this might be addressed (positive reinforcement or realigning of inappropriate behaviour so that the student and others around him/her understand what is acceptable) ● special needs are reflected in teaching strategies, curriculum implementation, physical layout of the classroom etc. ● individual students feel understood as cultural beings eg. if certain accent is present or variety of language used, that this is acknowledged as part of the richness of the world speakers of that target language ● build a profile on each student: learning style, background details, attitude to learning, progress etc.
Respected: ● students regarded as individuals and young adults; ● student achievements are acknowledged.	**Ensure that:** ● students are provided with an opportunity to express their opinions, take responsibility through such aspects as allowing student choice for tasks, buddy system etc. ● time is provided to address student concerns, issues, difficulties, questions etc.
Listened to: ● acknowledgement of student opinions, ● feedback is provided in a timely and responsive way.	**Ensure that:** ● the teacher and staff are able to reflect on why certain opinions are held, what brings students to express certain opinions ● feedback occurs on achievements and areas of improvement. Provide strategies for improvement based on that student's profile.

Handout 2.3 CURL Approach to Engaging Students

Cared for

Understood

Respected

Listened to
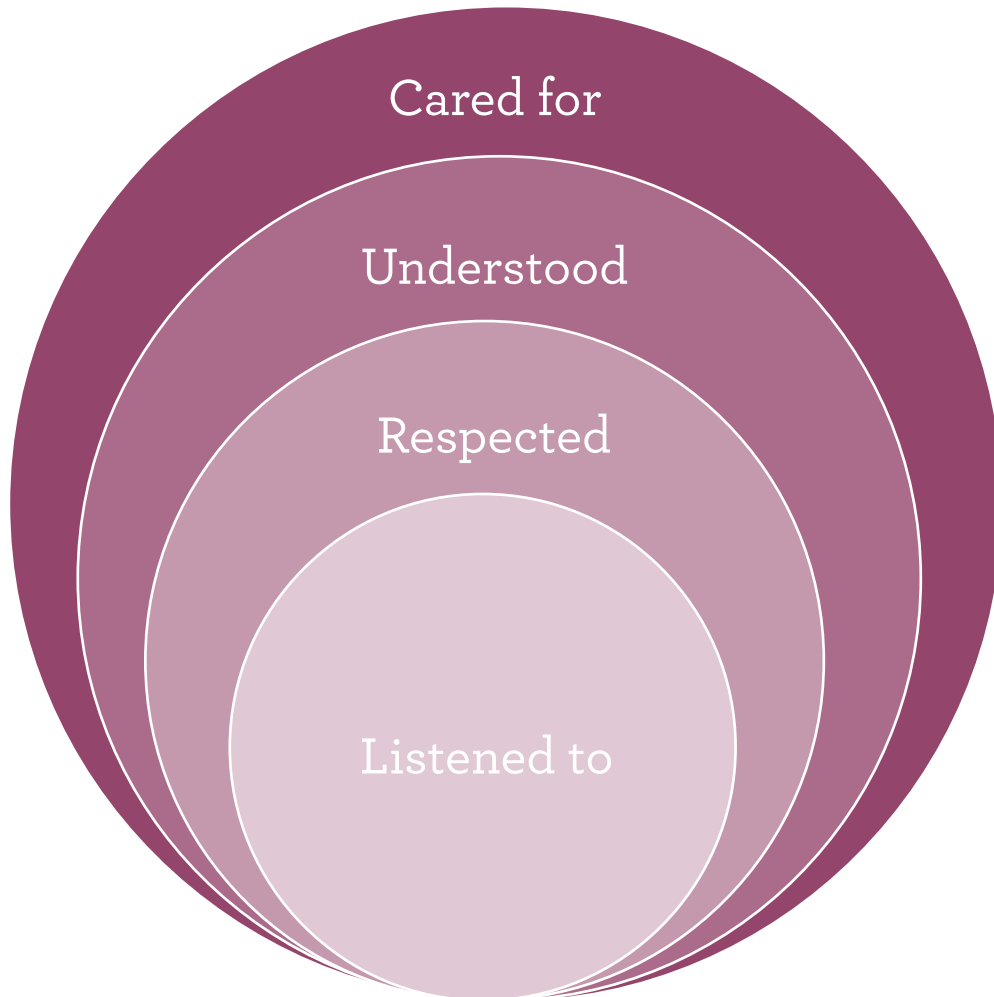
1. What do you consider is meant by the CURL approach?

2. To what extent would this approach be particularly important in working with this resource with your students?

Activity 2.8 (20 minutes)

Classroom Management Strategies

Explanation

It is important for teachers to ensure that students are guided through the materials. Teachers should strive to engage students by creating good learning conditions where students feel a sense of interest and meaningfulness in the learning, curiosity to learn more, feel positive about the importance of the topic and motivated to discover (both about language and gain knowledge). A good classroom management plan will be helpful to ensure that all students feel they are able to contribute and participate in what might be a sensitive topic for them. Teachers should look out for signs of anxiety or distress. Ways students might demonstrate this is to be disruptive or non-participatory.

Brainstorming Activity: What strategies do you use to avoid classroom management challenges?

Some possible responses may be:
- use student names so that students know you care about them
- listen carefully to what students say and acknowledge their thinking
- encourage students to take risks and try
- make learning fun through different strategies and tools (visuals, peer work, humour, appealing to learning styles etc.)
- provide students with opportunities to practise the language and become familiar with new knowledge provide feedback (encouragement) on effort not just the resulting product/grade
- provide opportunities for students to share experiences and acknowledge their readiness to share
- encourage students to collaborate on tasks
- ask for suggestions on ideas for class activities
- be patient (don't shout)
- if there is a difficult situation, decide if best dealt with in the classroom or away from peers
- deal with difficult situations promptly and move on
- deal with the difficult behaviour as bad without making the student feel he or she is bad
- make learning fun and be fun!
- praise student effort, not just success.

Explanation

The activities in this resource are designed to relate to the reality of student modern life in Australia. The basis for scenarios and many of the activities are taken from real life experiences so that students can relate to what is presented. The activities are not simply stand-alone tasks that focus entirely on language awareness and proficiency development. Instead, they interweave to help students gain the necessary language tools to be able to communicate effectively on the themes in the classroom, with student families and their communities. Thus, they go beyond isolated language practice and move towards facilitating a student's education in a holistic way on the themes explored.

It is important to maintain a balance between student curiosity, enjoyment and a positive working environment for everyone in the classroom. It is important for students to understand acceptable classroom behaviour and it may be appropriate for students to be reminded of such behaviour when introducing the unit. Students should be reminded that they should respect the basic rights of others in the classroom. An activity has been set up at the commencement of the topic to assist in reinforcing this concept and to set the basic theme of human rights for this resource.

Ask participants to consider some strategies for dealing with discrimination as a
    a. school
    b. teacher

See Appendix 2: School strategies for countering discrimination in the Resources section of this Handbook should be distributed following this discussion

Activity 2.9

The role of study buddies

Whole class, group and study buddy work are features of the curriculum resource.

Activities throughout this resource have been designed for students to work with study buddies. Study buddy groups of 3-4 students per group should be appropriate. For small classes you may wish to have students work in pairs.

The Student Workbook uses the symbol ☺ to indicate those activities that should be undertaken with study buddies. Consider carefully how you will group students. Students should not necessarily work with friends but still be in small groups with members of the class with whom they feel comfortable.

General discussion:
What are the advantages of study buddy groups?

Possible responses:
- these groups allow students to work with peers and develop a sense of peer-support and understanding,
- they foster respect for each student's opinions and participation,
- they provide opportunities for students to feel they are being listened to
- the study buddy activities will assist in supporting the CURL approach by implementing a way of harnessing understanding of the student's situation and perspectives.

Activity 2.10

Organising the Culminating event : *Being Me: Knowing You* - human rights awareness day

Explanation:
Remind participants that aspects of the culminating event have been covered in this workshop. This part of the workshop will allow them some time to gather ideas to assist in organising the culminating event at their schools (see Handout 2.4).

Activity 2.11

Evaluation

Distribute the Evaluation. Ask participants to complete their responses. Distribute their first responses (completed at the beginning of the first workshop) and ask them to compare responses and consider their own personal journey.

Elicit any comments that participants may wish to contribute before concluding the program.

Go over items included in the poster you organised in session 1 and review items covered in this professional development program. Any outstanding items may be noted as requiring attention in further professional development opportunities.

Handout 2.4 Organising the Culminating Event

1. Participation:

2. Suggested dates for the culminating event

3. Planning notes

4. Resources required (classroom, pin boards etc.):

Indicate which statement best describes your experiences or understandings by ticking the appropriate box. You might add comments if relevant.

After completing this professional development program	Definitely	Not Sure	Not Really	Comments
I feel it is important to learn about human rights				
I understand more clearly that I have experienced discrimination (as a victim) and/or discriminating against someone				
I think students should cover the topic of discrimination at mainstream schools not ethnic schools				
I am confident that I can tackle the topic of human rights and the effect of discrimination on rights in the language classroom				
I am confident I know lots of strategies should I encounter issues of discrimination in the school				
I am confident I can engage student families in this topic				

a.   List four aspects that you feel will be important for students to learn from this topic?

Evaluation

What may prove challenging for students?

What aspects do you feel you have covered in this program that will help you deal with this topic in the classroom?

Appendix 1 Language Planning

Explanation: Insert new language items in this list to help you plan your lessons.

New Language	Comments	Check (tick When students have mastered the language)

Resource Leader Handbook - Being Me : Knowing You

Ensure the school has a clear Code of Conduct for its staff and students in regard to positive anti-discriminatory social behaviour. Ensure that everyone understands the Code and consequences of any breaches.

Have in place a process to take up issues of discrimination at school if it occurs, including appointing an appropriate member of staff to act in a support role. Act on consequences of discriminatory behaviour focussing on the behaviour as negative, rather than the person. Monitor any incidents and actions following addressing incidents to ensure inappropriate behaviour does not reoccur and people involved are comfortable.

Develop student community understandings of discriminatory behaviour and the effect of these on the school community. Provide resources that assist with developing these understandings. This may be through forums and workshops.

Inform students of any serious incidents of discrimination and how these are addressed. Depending on the incidents more general information to the school community may be required.

Put in place a process for repairing and rebuilding relationships of trust amongst those involved in incidents of discrimination. This may involve the wider school community. Ideas might be to set up a buddy support system amongst student peers, put in articles in the school newsletter and mediation conferencing when issues occur.

Encourage the school community to 'let someone know' about incidents of discrimination. Changing the way of thinking from hiding incidents and not discussing these to letting someone in a trusted position know about what is happening (a teacher, the principal, the support person, a friend etc.).

Strategies for teachers in countering discrimination

A.   Develop opportunities for students to work collaboratively on school activities eg. projects, sporting activities, events etc.

B.   Ensure that school rules reflect positive social behaviour and for staff to model this.

C.   Identify any curriculum areas that lend themselves well to addressing aspects of discrimination and to facilitate understandings of the importance of respect (both self-respect and that for others) as well as social harmony.

D.   Encourage students to develop and use conflict resolution skills.

E.   Instigate classroom meetings to discuss and resolve issues of discrimination these provide scope for participants to use their conflict resolution skills.

Steps in tackling discrimination

1.   Gain an understanding of human rights.
2.   Understand why students might be reluctant to tell you about any discrimination experienced.
3.   Recognise discriminatory behaviour that may be occurring in the school community.
4.   Know how to deal with discrimination (mediation etc.) and who to go to within the school community for guidance.
5.   Know how the Australian Human Rights Commission can help you.
6.   Recognise that students may need to be supported if they experience discrimination (restore their self-respect, allay apprehension etc). Also, deal with any perpetrators as they work through issues of being discriminatory. It is important to support them as they learn that discrimination is not acceptable.
7.   Engage students in fun large group activities that encourage collaboration between different students.
8.   Monitor student behaviour to ensure that discrimination stops and students feel comfortable.

Appendix 3 Resources

Australian Human Rights Commission: Information for Students
www.hreoc.gov.au/info_for_students/index.html

Human rights e-forum
www.culturaldiversity.net.au

Racism, No way! - An Australian anti-racism education initiative
managed by the Department of Education and Training
www.racismnoway.com.au

Durban Review Conference, 2009
YouTube video: Durban Review Conference 2009: Voices that should be heard.
www.un.org/durbanreview2009/video.shtml

1946 Racism, Diversity, Race Discrimination & Prejudice Film
au.video.yahoo.com/watch/1321879/4579825

All of us: Multicultural perspectives in Victoria schools resource kit
Victorian Multicultural Commission
www.multicultural.vic.gov.au/all-of-us/education-resource

Celebrate our cultural diversity week
www.multicultural.vic.gov.au
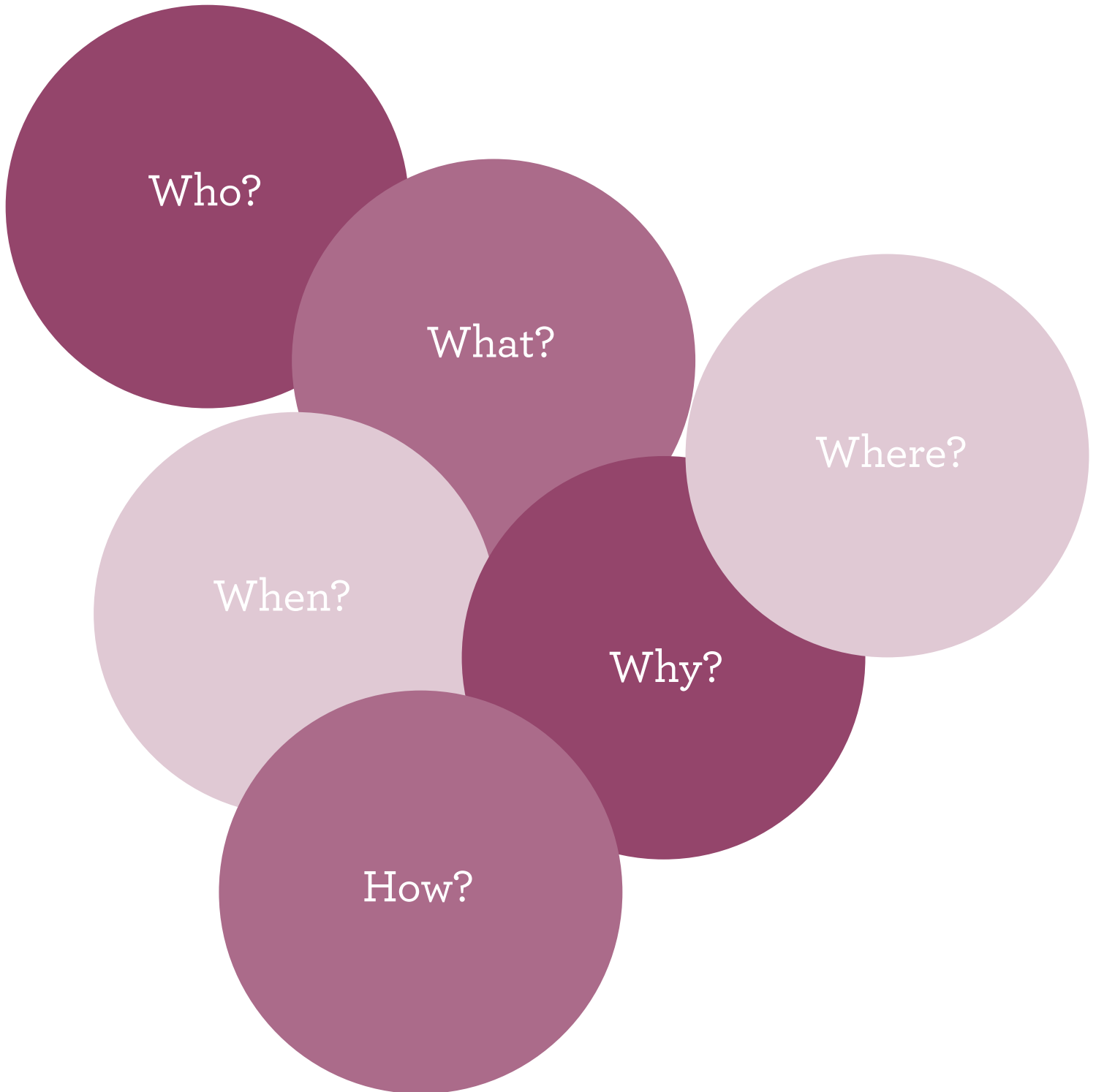
Living in Harmony
www.harmony.gov.au

Specific issues to the indigenous community
Love of the land
www.loveoftheland.com.au

Looking at issues of immigration
Immigration Museum
www.museumvictoria.com.au

United Nations educational site
www.cyberschoolbus.un.org

City of Migration Newsletter

Who?

What?

Where?

When?

Why?

How?

Extension Activities

Activity A
(8-10 minutes)

Identifying discrimination

Suggested placement: Prior to Activity 1.3 (8-10 min)

Invite participants to name any films, books, videos etc. that they know of that deal with discrimination and raise awareness of human rights.

Ask participants to identify what type of discrimination is being dealt with in the book/film etc. Write this up on the board so that participants start to gain a sense of the range of different types of discrimination that might occur.

Participants might think of literature or films produced in their own target language. This may be an opportunity to explore some of the cultural issues relating to a particular ethnic group, for instance, discrimination of certain ethnic groups within a country, cultural attitudes towards people with disabilities etc.

Suggested placement for Activities B-D:
Prior to Activity 1.11

Activity B
(3 minutes)

Identifying countries

Look at the map:

a. Locate Australia.
b. Locate the countries where your family has come from (if applicable)?

Activity C
(10 minutes)

Knowing our colleagues

Ask five different classmates about the colleagues they know that come from other countries. Complete the survey in Handout C.1.

Activity D
(5 minutes)

Review of teaching objectives

Ask participants to reflect on the teaching objective behind Activities 1 - 3.

Possible answers:

- setting the tone for the resource
- gaining a sense of self/self-identity
- placing self in terms of a world view
- developing numeracy skills
- applying mathematical concepts in real world situations particularly in the second language classroom.

Handout C.1

Knowing our colleagues

Ask five different colleagues about the friends they know that come from other countries.
Complete the student survey below.

Name		knows people from the following countries:	
1. Australia	4.	7.	
2.	5.	8.	
3.	6.	9.	
Name		knows people from the following countries:	
1. Australia	4.	7.	
2.	5.	8.	
3.	6.	9.	
Name		knows people from the following countries:	
1. Australia	4.	7.	
2.	5.	8.	
3.	6.	9.	
Name		knows people from the following countries:	
1. Australia	4.	7.	
2.	5.	8.	
3.	6.	9.	
Name		knows people from the following countries:	
1. Australia	4.	7.	
2.	5.	8.	
3.	6.	9.	

Extension Activities

Activity F　　　　　　　　(15 minutes)

Working with new vocabulary

The following activity may be taken as Activity 1.2

Ask each group to review one of these then report how to do the task and what the teaching objective might be to the whole class:

Vocabulary Game - Activity 11, Unit 2

Positive or negative Activity 3, Unit 3.

(Explore the meaning behind the words and the power of language. Words such as angry can be termed as negative but channelling this emotional response correctly can lead to some positive action, as seen through Muna's actions.)

Board words Warm Up Activity 1, Unit 4

Line up and spell the word Warm Up Activity B, Unit 4.

Teaching objective:

Students deconstruct words and learn to reconstruct taking time to think about spelling, punctuation marks (where appropriate), combination of letters and sounds etc.

Language Lists
Students should write down new vocabulary and terms in the column New language in pen then have a guess as to the meaning of each new language item in lead. Students might have one or two guesses. They then write down the correct meaning in the final column in pen.

Teaching objective:

Students encouraged to make meaning from unfamiliar terms out of clues that they might have from the context or from previous language learnt.

Activity G　　　　　　　　(10-15 minutes)

Making meaning

This task can be done as part of Activity 2.1

Examples of activities that facilitate student meaning-making are:

Profile of a person undertaken as a home learning task in Week 2. The students are asked to select a person they may only have heard or may know something about. This activity provides a sense of how others in society have approached the issue of human rights to broaden students' world views. Invite participants to suggest possible famous people or personalities (in Australia and more broadly). (Students present this profile as Activity 8 in Unit 3).

Ask participants to reflect on who these people might be.

Explanation: There are activities which provide scope for students to reflect on films, books, videos etc. that have dealt with the issue of the effect of discrimination on human rights. These provide stimulus for students to consider the:

- range of ways people can be discriminated against (eg. age, gender, ethnicity etc.)
- different ways discrimination can be expressed
- extent of discriminatory occurrences
- unacceptability of discrimination from a social perspective
- effects of discrimination on people's emotional well being, social harmony etc.
- their own position on the issue of discrimination as it impacts on human rights: their views, their actions etc.
- strategies used to deal with discrimination: positive and negative.

It is critical that this curriculum resource is used to facilitate awareness-raising. Further, that the resource provides a stimulus for learning about the issue in order to take a positive approach. Considering strategies to deal with discrimination, as a victim, witness or potential perpetrator, are a focal point of the resource (Activity 10 in Unit 3 provides scope for this). The Resource Leader may organise participants to undertake this task as a student before considering it from a teaching perspective.

Activity 3 in Unit 4 again takes up this awareness raising theme. In this activity, students are invited to reflect on the role of the media.

Explanation:

It is important that the resource is meaningful to students. It is meant to be part of their journey in considering social issues, in particular, that of human rights. Further, to be able to communicate in a meaningful way on this issue.

Unit 4 Activities 5 & 6 invites students to consider themselves in the position of the government and the sorts of human rights they would protect.

This theme is developed in Unit 5 Activities 2-5.

Assessing student progress

Extension activity: Assessing students progress
This task can be undertaken as part of Activity 3.2.

Ask groups to select an activity out of the Student Workbook or Home Learning Resource Book and create an assessment rubric for this activity.

Notes

Being Me : Knowing You

A Curriculum Resource for Australian Ethnic Schools

*A Partnership Project between the
Australian Human Rights Commission
and
Community Languages Australia*

Developed by Dr. Teresa De Fazio

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A teaching resource about human rights
for 11-15 year olds enrolled in community language schools.