

Let's Talk About: Racism

Teacher Notes and Guide to Student Workbook Activities

How to Use This Resource

Each activity outlined in these teacher notes corresponds directly to the activity of the same name in the student workbook. Please see the student workbook for more information on what each activity involves.

Teacher Notes

The theme of this series '*Miniclips: Let's Talk About...*' is that of equality vs equity. It is important to be familiar with the definitions of these terms before viewing each Miniclip.

Equality: *the state of being equal, especially in status, rights or opportunities*

Equity: *the quality of being fair*

Even though we might perceive that a situation is equal for all, sometimes people are still disadvantaged or excluded due to ongoing prejudice, discrimination, and ignorance. As an example, expecting all students to write the answers to their test using pen and paper is treating them **equally**. Allowing the student with a broken arm to instead type their test responses is **equitable**.

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond.

A Note on Teaching about Racism in the Classroom

- Prior to teaching about racism, become familiar with your school's anti-racism policy.
- When exploring the topic of racism, be sure to emphasise the positives of racial diversity such as the benefits of cultural difference while also taking into consideration the existence of the power dynamic that prevails in Australia.
- Consider and reflect upon the fact that racism in Australia is very much tied up in the dominant culture being that of English-speaking, Anglo-Australia.
- Before beginning any activities on the topic of racism, it is important for the teacher to take some time to think about the students in the class. Do your best to familiarise yourself with the backgrounds of your students by engaging with parents, support staff, the school principal, or other relevant colleagues.
- Be careful not to make any assumptions about the students in your class.
- Understand that the personal experiences of your students may affect their engagement with this subject matter, particularly if they (or their families) have experienced trauma.

Classroom Management and Behavioural Expectations

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond. Please keep in mind that students may need support from the teacher to clarify terms and language used in the workbook and reinforce the importance of using respectful terms and language.

The activities in the student workbook can be used in a variety of ways according to the number of students, age, and ability levels in your classroom. Younger students (Years 3-4) will need to be instructed and guided by the teacher, while older students (Years 5-6) may be able to complete many of the activities independently or in small groups.

Bear in mind the importance of coming together as a class or group throughout and at the conclusion of activities to summarise learnings and address any ongoing questions or misconceptions.

You may already have class rules but setting up ground rules before conducting lessons could include the following:


- To value and respect others' views and opinions
- To listen without interrupting, criticizing or making fun
- To avoid sharing personal information when giving examples or sharing experiences

If students are not observing the ground rules, make a direct statement such as: "*We may not agree on all matters. Let's make sure we find a way to disagree while still showing respectful behaviour.*" You may not know the answer to all questions, in this case do not be afraid to say, "*I do not know the answer to your question, but I will find out for you.*" It is important to provide accurate information.


CURRICULUM OBJECTIVES

The activities that accompany this Miniclip are designed to both consolidate and assess learners' understanding of the content. They contain unique opportunities for teachers to measure learners' capabilities in the following areas:

Capabilities:

 Critical and Creative Thinking

 Ethical

 Personal and Social

 Intercultural

Health and Physical Education / Years 3 and 4 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing / ACPPS037

Describe how respect, empathy and valuing diversity can positively influence relationships

- describing behaviours that show empathy and respect for the rights of others
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them

Health and Physical Education / Years 3 and 4 / Personal, Social and Community Health / Contributing to healthy and active communities / ACPPS042

Research own heritage and cultural identities, and explore strategies to respect and value diversity

- planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background

Health and Physical Education / Years 5 and 6 / Personal, Social and Community Health / Contributing to healthy and active communities / ACPPS060

Identify how valuing diversity positively influences the wellbeing of the community

- discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment
- exploring ways to create safe and inclusive schools for minority groups
- exploring and celebrating how cultures differ in behaviours, beliefs and values

HASS / Year 4 / Civics and citizenship / Concepts for developing understanding / ACHASSK093

The different cultural, religious and/or social groups to which they and others in the community belong

- identifying diversity through the different social, cultural and religious groups students belong to
- listing and comparing the different beliefs, traditions and symbols used by groups

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK147

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens

- exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)
- exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage)

CURRICULUM OBJECTIVES

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK145








The responsibilities of electors and representatives in Australia's democracy exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)





- Identifying the characteristics that would make for a 'good' representative at the local, state/territory or national level








HASS / Year 6 / History / Concepts for developing understanding / ACHASSK135

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children

- investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions
- describing the significance of the 1962 right to vote federally and the 1967 referendum
- investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association)

Activity	Resources	Outcomes
<p><u>Activity 1: What Is Racism?</u> Timeframe: 45 minutes Overview: This activity explicitly show examples of racism to students thereby defining what constitutes racist behaviour.</p> <p>Distribute the workbook to students. Conduct this activity prior to watching the ClickView Miniclip Let's Talk About Racism.</p> <p>Teachers of younger students should go through each example with the class as a whole and conduct the activity as a whole class activity.</p> <p>The examples given could be used as prompts for discussion however these discussions should be carefully monitored by the teacher to ensure respectful discourse is taking place in the classroom.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK148</p>
<p><u>Activity 2: True or False?</u> Timeframe: 40 minutes Overview: This activity will assess students' understanding of the information conveyed in the video.</p> <p>Show the ClickView Miniclip Let's Talk About Racism and pause in key places to allow students time to process the information and answer the questions on the sheet.</p> <p>Once students have completed the True or False worksheet, go through the answers as a class.</p> <p>Address any questions or misconceptions that students have about the concepts explained in the worksheet and video.</p>	<p>ClickView Miniclip – Let's Talk About Racism https://online.clickview.com.au/videos/48251526</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Ethical</p> <p>ACHASSK147</p> <p>ACPPS037</p>
<p><u>Activity 3: Turn, Talk and Write: What Could You Do?</u> Timeframe: 30-40 minutes Overview: This activity encourages students to reflect upon and think about what they can do to stop racism in their community.</p> <p>This activity follows on from the 'What Is Racism?' and 'True or False?' activities.</p> <p>Now that students know what constitutes racism, this activity aims to encourage them to think about how they can help to stop racism and be accepting and fair in their own community. Students can discuss the scenario in pairs or small groups. Then write down what they could do in that scenario to stop racism. Be sure to carefully monitor students' discussions and objectively guide discussions where necessary.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p> Ethical</p> <p>ACPPS037</p> <p>ACPPS060</p>







Activity	Resources	Outcomes
<p><u>Activity 4: Cloze Activity</u> Timeframe: 35 minutes Overview: This activity assesses students' level of understanding of the facts presented in the video.</p> <p>Once students have completed the worksheet, go through the answers as a whole class and address any questions or misconceptions that students have about the words in the cloze activity phrases.</p>	<p>Student workbook</p> <p>ClickView Miniclip – Let's Talk About Racism</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACPPS037</p> <p>ACHASSK147</p>
<p><u>Activity 5: Culture Cube</u> Timeframe: 50 minutes Overview: This activity aims to improve students' understanding of the term cultural background.</p> <p>Demonstrate this activity by completing your own 'culture cube', students will be interested to learn about their teacher's background and will then understand how to complete the activity themselves.</p> <p>Before students complete their own cube, spend some time discussing 'culture' and 'cultural background', students may note that some parts of 'culture' are linked to one's race while other parts are not.</p> <p>Once students have completed and constructed their own cubes, put them on display e.g., as a hanging mobile or as 'ornaments' on a tree, to demonstrate the diversity within the class.</p> <p>This activity could be conducted as part of Harmony Week celebrations.</p> <p>Students' work can be put on display to share with the community.</p>	<p>Student workbook</p> <p>Scissors</p> <p>Glue and or tape</p> <p>Coloured pencils and or markers</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK093</p> <p>ACPPS042</p>





Activity	Resources	Outcomes
<p>Activity 6: Say Hello! Timeframe: 45 minutes Overview: Students will value the differences in the community by looking at the variety of languages spoken.</p> <p>Provide students with Internet access to research greetings in a variety of languages.</p> <p>Students could also speak to members of the school community for help in learning greetings from a range of languages.</p> <p>When finding out the greetings for your local Indigenous language, guide students with their research to find the language groups of your local area.</p> <p>Maps such as the AITSIS Map of Indigenous Australia can help students to locate the Indigenous name of their local area and the associated language groups.</p>	<p>Student workbook</p> <p>Access to Internet or community members to research languages</p> <p>Optional: AITSIS Map of Indigenous Australia</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK093</p> <p>ACPPS060</p>
<p>Activity 7: Make a Chatterbox Timeframe: 40 minutes Overview: This activity will encourage connection in the community through the learning of words in another language.</p> <p>This activity follows on from 'Say Hello!'. Students use the knowledge gained in the 'Say Hello!' activity to complete chatterboxes which teach students how to greet people in a range of languages.</p> <p>Instructions on how to make the chatterbox can be found in the student workbook, if students have trouble, looking up an instructional video online may help.</p>	<p>Student workbook</p> <p>Scissors</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p> Personal and Social</p> <p>ACHASSK093</p> <p>ACPPS060</p>
<p>Activity 8: Interview a Classmate Timeframe: 25 minutes for interviews + 25 minutes for sharing time Overview: This activity will build social connections between classmates and educate students on the variety of cultural backgrounds of their peers.</p> <p>Once students have completed their 'interviews', offer them the opportunity to share what they learned about their classmate (with the permission of the interviewee).</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK093</p> <p>ACPPS042</p>




Activity

Resources

Outcomes

<p>Activity 9: People in Power Timeframe: 35 minutes Overview: Students will research the last six Prime Ministers of the country and consider the dominant culture of those in power in Australia.</p> <p>Provide access to the Internet for research or print out relevant pages from the following sites to guide students' research:</p> <ul style="list-style-type: none"> • https://www.moadoph.gov.au/ • https://peo.gov.au/understand-our-parliament/parliament-and-its-people/ • https://www.aph.gov.au/ 	<p>Student workbook</p> <p>Access to Internet or other source of information on Parliament</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p> Ethical</p> <p>ACHASSK145</p>
<p>Activity 10: Indigenous Australians in Parliament Timeframe: 40 minutes Overview: Students will become familiar with the Indigenous representatives in Australia parliaments and look at the lack of representation of Indigenous Australia in formal government.</p> <p>This activity is more suited to upper primary students but could possibly be completed as a whole class activity for younger students with the teacher guiding the research on a shared screen or board. Guide students' attention towards the fact that there is significant space in the timeline between Federation and these key moments in the history of Indigenous representation in Parliament and the key moments themselves.</p> <p>Provide access to the Internet for research or print out relevant pages from the following sites to guide students' research so they can complete the cloze activity:</p> <ul style="list-style-type: none"> • https://www.aph.gov.au/Visit_Parliament/Art/Past_exhibitions/Who_was_Neville_Bonner • https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1718/Quick_Guides/IndigenousParliamentarians 	<p>Student workbook</p> <p>Access to Internet or other source of information on Parliament</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p> Ethical</p> <p>ACHASSK135</p>

Activity	Resources	Outcomes
<p>Activity 11: Important Event Factsheet Timeframe: 50 minutes Overview: Students will research a significant event in the history of Indigenous Australia.</p> <p>Provide access to the Internet for research or print out relevant pages from the following sites to guide students' research:</p> <ul style="list-style-type: none"> • https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/freedom-ride • https://www.deadlystory.com/page/culture/history/Students_lead_%E2%80%98Freedom_Rides%E2%80%99_through_segregated_NSW_towns • https://alc.org.au/newsroom/freedom-ride-fact-sheet/ • https://www.deadlystory.com/page/culture/history/Tent_Embassy_formed • https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy • https://www.nma.gov.au/defining-moments/resources/indigenous-referendum <p>Give students the opportunity to share their facts with the class.</p>	<p>Student workbook</p> <p>Access to Internet or other source of information on Parliament</p>	<p> Critical and Creative Thinking</p> <p>ACHASSK135</p>
<p>Activity 12: Hello, Goodbye Poem Timeframe: 60 minutes Overview: This activity will build students' vocabulary so they may articulate in words how racism and conversely, acceptance of differences, can make people feel.</p> <p>Students may use the words in the word bank or come up with their own words for the poem.</p> <p>Students should complete a first draft to be checked by the teacher and then given the opportunity to publish and share their poems.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p>ACPPS037</p> <p>ACPPS060</p>
<p>Activity 13: Harmony Day – Fun Facts! Timeframe: 20 minutes Overview: Students will read about why we celebrate Harmony Week.</p> <p>Go through the 'Fun Facts' and explain to students that Harmony Week is an opportunity for the school and wider community to think about our differences and ways we can make everyone feel respected, free and welcome.</p>	<p>Student workbook</p>	<p> Intercultural</p> <p>ACHASSK093</p>

Activity	Resources	Outcomes
<p>Activity 14: What Does Harmony Week Mean to You? Timeframe: 35 minutes Overview: Students will reflect on their experience of Harmony Week. It can also be used as an assessment to judge the impact upon students of celebrating Harmony Week at school.</p> <p>This activity can be conducted at the conclusion of Harmony Week.</p> <p>Students' work can be put on display to share with the community.</p>	<p>Student workbook</p> <p>Coloured pencils and or markers</p>	<p> Critical and Creative Thinking</p> <p> Personal and social</p> <p>ACPPS060</p>
<p>Activity 15: Interactive Video Timeframe: 15 minutes Overview: Students will answer interactive questions to show their understanding of the video.</p> <p>ClickView has created an interactive video lesson to accompany this video. You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the pre-made questions to suit your students, or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none"> 1. Search for the Miniclip Let's Talk About Racism that has the interactive logo (). 2. Click to view the video. 3. Click on the 'Interactive videos' tab beneath the video. 4. Click the 'Print as Worksheet' OR 'Save to Workspace' button on the interactive video. 5. If you click 'Save to Workspace', you can either click 'Share with your students' or access it via your Workspace. <ul style="list-style-type: none"> • If you choose 'Share with your students', copy the link and send it to your students. • Otherwise go to your Workspace, select the 'Interactive videos' folder, and click 'Share' to access the link and send to students. 	<p>IWB</p> <p>OR</p> <p>Digital display</p> <p>OR</p> <p>1:1 device with Internet connection</p> <p>Interactive video for the ClickView Miniclip – Let's Talk About Racism</p>	<p>ACPPS037</p> <p>ACHASSK147</p>