

# Being Me : Knowing You

Teacher's Manual

*Teacher's Manual*



**Australian  
Human Rights  
Commission**

everyone, everywhere, everyday



*Where language  
and culture  
come together*



# Being Me: Knowing You

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

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## 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.

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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

Project Manager

Teresa De Fazio

Project Director

Stefan Romaniw

# Australian Human Rights Commission

Director of the Community Partnerships for Human Rights Program

Conrad Gershevitch

Project Managers

Jennifer Davis and Cassandra Dawes

## Acknowledgments

### Project Advisory Group

Mehmet Tefvik Kerimoglu, Hass Dellal, Maree Dellora, Stefan Romaniw, Jennifer Davis.

### Trialers

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### Desktop publishing

Sonja van de Camp-Moravski

### Artwork

Simon Kneebone

### Printing

Invicium Print Management

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# Teacher's Manual

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## Foreword

Understanding human rights is an important part of every student's education. Often we assume that rights are only relevant in a legal setting, or that human rights are only important in other countries where really dreadful things happen to some people. This is easy to assume in Australia, where truly gross violations of human rights are rare.

However, human rights are important in this country too. A human rights perspective can help to illuminate injustices that all citizens face from time-to-time, or may experience every day. Such a perspective provides an important lesson about society's values and aspirations.

An understanding of human rights allows us to speak in a universal language about the common dignity of each person; as well as about respect for those characteristics that make us different. [The Universal Declaration of Human Rights \(1948\)](#) guarantees all people equality in areas such as access to education and work, freedom of speech, to practice one's religion or express ones culture, to be treated equally by government service providers, not to face abuse in the workplace.

Some of these rights, such as freedom from discrimination, have been enshrined in Australian law. These laws, administered by the Australian Human Rights Commission, make it unlawful for you to be discriminated against on the grounds of your race or ethnicity, age, gender, sexuality, disability or religion. As Race and Disability Discrimination Commissioner I have heard many personal stories about how important it is for people to know that they have these rights, and to know there are remedies available if they are trespassed.

Recent evidence indicates that young people are often on the front line of discriminatory behaviours: in school, at work, on the internet or on the sports field. In one study, 70 percent of surveyed students aged between 12-19 years reported experiencing racist behaviour, either as a victim, witness, or perpetrator. This makes educating young people about the impact of their words and actions essential if we want a more respectful and harmonious society. Students learning constructive ways to deal with discrimination benefits the individual, their family, friends and community.

Community language schools are an ideal setting for students to gain these valuable skills. As teachers, you impart lessons about the importance of language, and the intersections between different cultures. Giving students the opportunity to discuss their own experiences in this open and respectful environment allows them to put the human rights theories they learn into practice.

Australia is one of the most multicultural countries in the world. We speak over 300 languages. Approximately 50 percent of us were born overseas or have one or more parents who were born overseas. The traditional stereotype of the 'typical' Australian has changed.

This resource provides an opportunity for us to shape young people's appreciation of what being an Australian really means. It is an opportunity for us to promote the vision of a people who value diversity and equality above all else.

The leaders and thinkers of tomorrow are in your classrooms - as long as we equip them with the right tools and information, it will be a bright future indeed.

Graeme Innes (April 2010)

# Contents Page

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Introduction Being me: Knowing you	5
Overview Being me: Knowing you	10
Introducing Being me: Knowing you	15
Unit One Being me: Knowing you	24
Unit Two Getting even	31
Unit Three Trouble at school	37
Unit Four There's nothing wrong with me	43
Unit Five Speaking up	54
Evaluation of Being me: Knowing you	59
Appendices	59
Appendix 1 Six critical thinking friends	60
Appendix 2 Parent Letter	61
Appendix 3 Situation case study cards	62
Appendix 4 The Universal Declaration of Human Rights and other human rights instruments	63

# Being Me: Knowing You

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## Introduction

Human rights are something we all share. They are about respecting the value and dignity of all people.

This resource is designed to help language teachers bring the concept of human rights into the classroom. It allows students to explore the negative effects of discrimination and provides students with strategies to address it, and a positive sense of self-identity. Understanding human rights can be difficult. It is a global, national, community and individual issue. This resource provides a collection of teaching and learning materials that demonstrate how human rights are reflected in a student's everyday life. Furthermore, it explores why discrimination is socially unacceptable.

Often we hear about human rights problems overseas in war zones and in countries experiencing extreme poverty. However, human rights problems also occur in Australia.

The community languages sector is suitably positioned to address issues of discrimination, as it provides a context for the investigation of culture and language. Often the community languages sector is one that provides a link to a student's personal and/or parent's cultural heritage and migrant experiences. It is this language learning setting that is ideally equipped to provide the environment needed to explore issues, such as with peers. The scenarios in this resource depict a general secondary school as this reflects an everyday situation for young adults and permits an exploration of the complexities that occur when diverse cultures intersect.

As the students follow the story of Muna and her friends, they learn about human rights, through ideas of respect, fairness, justice and equality. They learn about standing up for their rights but also about their responsibility to respect the rights of others.

Each unit explores aspects of discrimination. The unit scenarios evolve to depict a story which parallels the experiences of multicultural youth today in Australia. In particular, it probes discrimination based on race and ethnicity with secondary themes of disability, age, religious

and gender discrimination. The scenarios provide a context for an exploration of stereotyping, discrimination and intolerance and the implications of these. The resource challenges students to question their own perspectives and life experiences and understand their own rights and how these align with those of others. Activities are designed to provoke a critical stance on themes addressed, thereby engaging students in thoughtful reflection and discussion with their peers as well as their families.

It is important that students are able to discuss such issues with their families. In so doing, the objective of this resource is to elicit a "whole family approach" to understanding discrimination, personal rights and the rights of others. In this way, the materials have a broad and important function: that of prompting awareness amongst family members. These members may not otherwise have access to information on human rights.

This approach also supports the goals and direction of the World Programme for Human Rights Education (2005-2007), which is focused on supporting human rights education in primary and secondary schools.

# Being Me: Knowing You

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## A true human rights story<sup>1</sup>

A few years ago a new boy came to my primary school. He was Asian and didn't speak much English. At lunch times he stayed by himself eating food that no one had ever seen before. Some boys started picking on him calling him names, throwing rocks at him and pulling their faces so their eyes were squinting. I knew that it was wrong, the boy was helpless, no one was there to help him and I'm not sure he even understood what the boys were saying. I didn't think there was anything I could do, or maybe I didn't want to do anything at the risk of being bullied myself. I watched as the boy was tormented and just like him felt helpless. I didn't know what I could do. I don't think this sort of bullying is what Australia is supposed to be about. Racism in the schoolyard should be stopped because it's just as cruel and hurtful as racism on a bigger scale.

<sup>1</sup>Claire, 14, NT, 'Helpless in the playground', Human Rights and Equal Opportunity Commission, Voices of Australia 2005, p 43







In preparing these documents a review of state-wide curriculum framework documents and associated materials was undertaken to ensure that themes explored were age-appropriate and related to those covered in the state frameworks. The curriculum frameworks consulted include: Queensland Curriculum Assessment and Reporting Framework, Victorian Essential Learning Standards (VELS), Tasmania' Curriculum 2008 and Essential Learnings, South Australian Curriculum Standards And Accountability Framework (SACSA) , the NSW Quality Teaching Model and The Curriculum Framework of Western Australia.



# Being Me: Knowing you

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## Terms used in this resource

### Australian Human Rights Commission

The Australian Human Rights Commission was established in 1986 by an act of the federal Parliament. The Commission is an independent statutory organisation and report to the federal Parliament through the Attorney-General. The Commission's role is to monitor how human rights are being protected in Australia. Part of the Commission's job is to help educate people about human rights in Australia. For further information: (<http://www.humanrights.gov.au>).

### Bullying

Bullying is intentionally hurting someone in one or more ways including physically, verbally, or psychologically. Bullying can include actions such as pushing, hitting, fighting, teasing, taunting, threatening or taking away possessions, extorting money, spreading gossip or rumours about someone or constantly ignoring someone. Some kids bully others using methods such as phone texts and emails, or on social networking sites, for example Facebook or MySpace.

### Culture

The customs, values, institutions, and achievements of a particular nation, people, or group.

### Declaration

Under international law, a Declaration is a statement of principles. Countries indicate that they agree with the principles contained in the Declaration. However, Declarations are not binding and do not force a country to act in a particular way.

### Dignity

That quality inherent in every person by virtue of which they are entitled to have their fundamental rights respected.

### Disability

The definition of 'disability' in the Disability Discrimination Act (DDA) includes:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

This broad definition is meant to ensure that everyone with a disability is protected. The DDA covers a disability which people:

- have now,
- had in the past (for example, a past mental illness),
- may have in the future (for example, a family history of a disability which a person may also develop),
- are believed to have (e.g. if people think someone has AIDS).

### Discrimination

The act of treating someone, or a group of people, less favourably than another person or group because of their race, colour, national or ethnic origin; sex; pregnancy or marital status; age; disability; religion; sexual preference; or some other characteristic.

### Equality

The state of being equal. This term also relates to the right of all people to receive the same treatment under the law.

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This can include in areas such as education, access to employment or fair pay.

### Hassle

To cause a situation causing difficulty or annoyance for someone.

### Human Rights

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 human rights Australians are entitled to include your right to:

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

### Interculturality

A sense of a person's own culture and how it relates to other cultures (aspects which may be similar or different).

### Multiculturalism

Multiculturalism constitutes the nation's resolve to provide opportunity and security for every citizen, regardless of background, culture, religion or gender; and to assure all who live here of the right to live in keeping with their cultures and languages. (Australian Multicultural Advisory Council (AMAC), 'The People of Australia', 2010)

### Provoke

To cause a reaction, especially a negative one.

### Racism

Any act involving a distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of any human right or fundamental freedom in the political, economic, social, cultural or any other field of public life.

### Retaliate

To hurt someone or something because you feel that they have harmed you through something they said or an action.

### Respect

Admiration for something or someone who you believe has good qualities.

### Rights

Claims that are considered fair, acceptable and morally reasonable.

### Self-respect

Confidence in one's own worth or abilities.

# Overview

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**Being Me: Knowing You** is a curriculum resource designed specifically for use in the language learning classroom. This resource contains a:

- **Teacher's Manual** for teachers using the curriculum materials in the classroom;
- **Student Workbook** to be used by students in class;
- **Student Home Learning Resource Book** for student home learning activities;
- **Resource Leader Handbook** which contains training materials for an identified leader of a group of teachers to facilitate the interpretation and implementation of the resource;
- **Parent Guide** to inform parents of the resource being studied and providing an overview of human rights.

The resource has been produced in partnership between the Australian Human Rights Commission and Community Languages Australia (CLA).

## Rationale

Children often use their language learning settings to explore issues related to culture and interculturality. Students are curious to understand notions of cultural expression in general and as personal vehicles for self-awareness and expression: the issue of sameness and difference and the implications of these in their own lives. This resource is designed to enhance student knowledge and understandings of human rights as a way of acknowledging the value of culture and personal identity as part of this theme in the language learning classroom. In particular, it explores the question of human rights, specifically the impact of discrimination on these rights. The resource investigates each person's responsibilities and rights in terms of their own and those of others.

## Aims

The aim of this resource package is to provide an educational resource that facilitates:

- understanding of everyday rights and discrimination and its impact on people and communities
- thinking about strategies for recognising and responding to discrimination and deal with conflict within the law;
- a personal sense of identity and respect.

The resource also aims to provide a practical resource for the exploration of the concepts of human rights in the community languages classroom setting.

## Key messages

It is against the law to be discriminated against at school or other educational settings; getting or using services; going to public places; renting accommodation; playing sport or taking part in other parts of public life.

There are laws in Australia that protect against unfair treatment, discrimination and bullying based on grounds such as:

- race, colour, national/ethnic origin
- sex, including pregnancy, marital status and sexual harassment
- caring for a person with a disability or having a disability
- family responsibility
- medical condition or disease (including work related ones)
- age
- Religion
- sexual preference, criminal record, trade union involvement.

.....

Overall key messages in this resource are:

1. What are human rights?
2. What is discrimination?
3. Human rights are important (for everyone, everywhere, everyday).

Furthermore, this resource features five important messages as relevant to the objectives of this particular educational setting. These are that Commonwealth anti-discrimination laws in Australia protect against unfair treatment, discrimination and bullying based on:

- race, colour, descent
- national/ethnic origin
- disability
- age
- gender.

There are also anti-discrimination laws in every State and Territory. These State and Territory laws vary in their levels of protection for discriminatory behaviour.

Inherent in this resource is the understanding that the various types of discrimination used to illustrate human rights in this resource are part of a wider sense of what human rights generally entail.

#### Student users

**Being Me: Knowing You** has been designed for, but not exclusive to, students between 11-15 years old, as an educational resource gap has been identified for this group. The messages, materials and activities have been designed as age appropriate to students who are involved in language learning.

The materials have been devised to achieve a balance in challenging students both cognitively and linguistically.

#### Learning outcomes

Learning outcomes focus on students being able to:

- understand that the notion of human rights has a significance to everyone's daily life;
- understand how human rights are reflected in Australian society and are reinforced by law;
- understand how discrimination issues affect young people and their families;
- transfer understandings gained through the study of this unit to their own life experiences;
- develop appropriate skills in the target language so that students can participate in the activities and language learning outcomes of the resource;
- enjoy tackling an important social issue as a curriculum theme;
- develop flexibility in thinking;
- function as informed citizens;
- utilise critical skills required to undertake the unit activities such as describing, synthesising and analysing, interpreting information, reflecting, forming an argument.

#### Organisation of the curriculum resource

The resource has been organised as five units each representing a 2.5 hour session, as is common in community language school settings. Each unit detailed in the **Student Workbook** is supported through Home Learning tasks that students should complete and bring to class in preparation for the next session. These tasks are included in the **Student Home Learning Resource Book**.

# Overview continued

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The aims, themes, language and resources for each unit are found in the [Teacher's Manual](#). While the first unit introduces the themes and prepares students for a closer study of these, the following four units each present a scenario. Activities are based on the language and themes presented in each scenario.

A [Parent Guide](#) is also included in this curriculum package to gain parental understanding and support for student learning.

A [Resource Leader Manual](#) provides resources to facilitate the implementation of this curriculum in each school. It is envisaged that a Resource Leader is identified in each school or a group of schools to provide teachers with professional development training on implementing this resource.

## Materials and resources

Materials are included in this resource. There are illustrations, diagrams, charts etc. for teachers to copy or use as models. In some instances, the teacher is required to make flashcards and instructions for these are detailed in the [Teacher's Manual](#). Suggestions for additional materials are included.

Procedures for each of the activities are detailed, however, teachers should be mindful of their own students' language abilities, learning styles, background, personalities etc. and cater to these as appropriate. This might mean modifying some of the activities.

## Teachers using this material

[Being Me: Knowing You](#) includes many activities and suggestions for the teacher to achieve learning outcomes. Materials are designed to encourage student self-reflection and permit, where appropriate, student engagement in discussion. Students should be encouraged to share anecdotes, engage in questioning and investigations that are in line with the key human rights messages upon which this resource material is based.

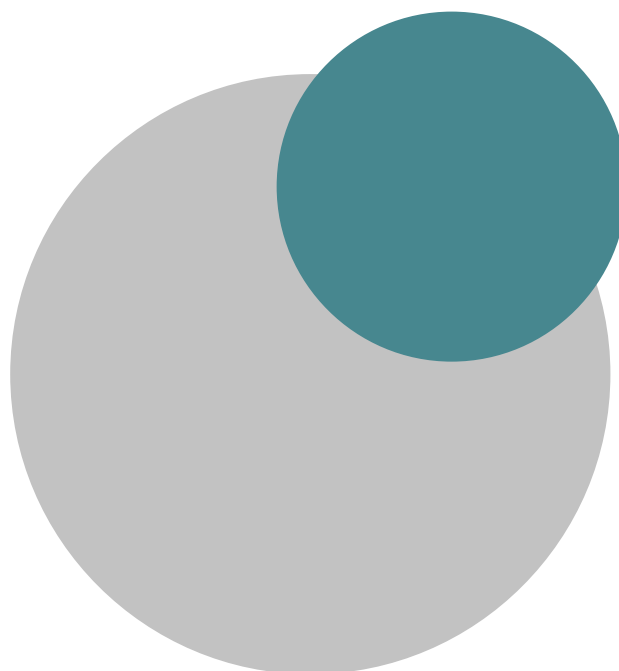
## Professional development program

A specific [professional development program](#) has been devised to assist with preparing to use the resource effectively in the classroom context. It is recommended that teachers involved in teaching delivery undertake the professional development program with a [Resource Leader](#) to assist with implementing this resource.

## Teaching approach

The design of the curriculum materials has been based on acknowledging the sensitivity of the themes explored. The teaching approach should 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 is a vital ingredient to successful learning and teaching experiences. Students appreciate the work a teacher undertakes to create a respectful and safe learning environment. This is done by establishing an environment of shared respect - respect for the teacher and for peers.



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## Classroom approach

Each unit and activity in this resource aims to help students and their families to explore the concept of human rights, and their relationship to individuals' lives.

Activities are designed to be worked on individually, in class groups and with family participation to optimise the opportunity of exploring the complex notions that arise out of the resources.

A number of ideas for extension activities have been included for teachers should they:

- have extra time for supplementary activities,
- feel the extension activities cater better to some students in a mixed level class setting,
- feel the extension activities assist in supporting work already undertaken by class or individuals.

## A note on the communicative intercultural language approach

A communicative approach with an emphasis on intercultural awareness underpins this resource, that is, the resource has been devised to permit language learning and developing a sense of the student's own culture and how it aligns with the culture of others. Furthermore, it explores how a sense of interculturality is an important social tool in understanding issues such as discrimination.

## Parent Guide

It is important to gain the understanding and support of the students' families where possible. The issue of human rights is an important one that requires reflection and consideration in an atmosphere of trust and responsibility. Engaging family members will permit students access to a supportive environment and provide the family with an opportunity to discuss and learn together.

A Parent Guide has been included in the [Being Me: Knowing You](#) Resource Package as a handout that can be used to explain the work the students will be doing and the importance of their support in this initiative.

## Kitchen-Table approach

Students are asked to complete tasks in the Student Home Learning Resource Book with their family members. By using activities in this book, family participation is engaged and together the students and their families may explore aspects of human rights. The activities depend upon cooperation of family members and collaborating with them on sharing experiences, insights and opportunities to develop understandings further. The resource ends with the characters in the narrative planning a school-wide human rights awareness campaign aimed at fostering understanding of these rights and acceptance. This curriculum element can then be used as a springboard for CLA students and teachers to plan their own activities around the same theme. This set of activities might occur on a school scale, a school community scale or a CLA wide level.

Using the 'kitchen table' approach<sup>1</sup> 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. Involving family members will help students develop a sense of the issue and how it affects everyone, every day. This in turn can help family members to understand the practical aspects of human rights and how these might affect their own life experiences. Thus, through the student learning, a wider circle of learning is established.

<sup>1</sup> Davis J, Kordes D Participation and inclusion in health promotion practice: The Multicultural Community QUM Program, Australian Mosaic, (16) 2007

# Overview continued

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Activities, particularly take-home activities, have been designed to enable students to engage their families in discussion and tasks. This is to allow for deeper level understandings to occur for the student. Furthermore, it permits family involvement as it occurs naturally in the home. Engaging the family in guided discovery 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 otherwise.

## Culminating event:

### Being Me: Knowing You - Human Rights Awareness Event

Students will undertake a project on discrimination as part of this resource. They will be asked to present a creative piece such as a poster, poem or story that represents the themes they have explored in this resource.

It is recommended that the presentation of these projects form the basis of a culminating event called **Being Me: Knowing You - Human Rights Awareness Event**.

This event can act as an acknowledgement of the wonderful work and effort of the students in participating in this resource. Also it can form the basis of a celebration of the school community and the spirit of respect the school demonstrates as a socially responsible institution.

## Ideas for the culminating event

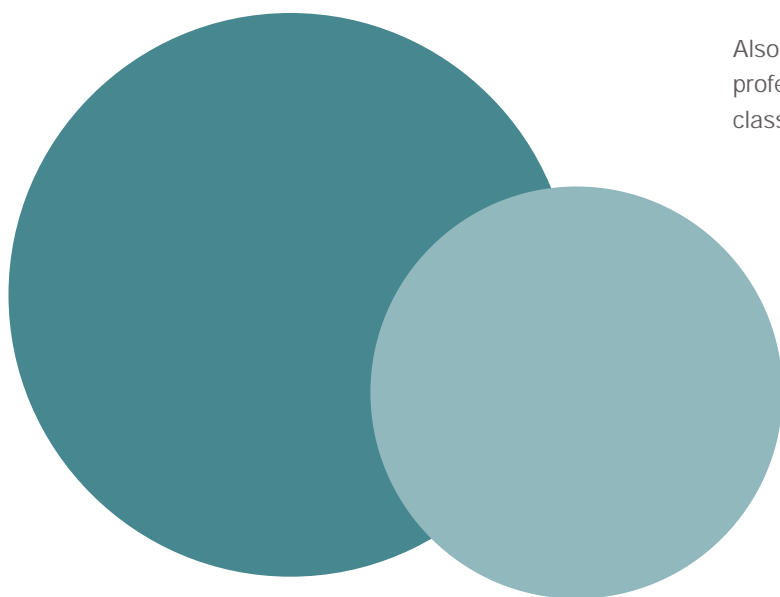
There are a number of ways to mark the significance of the culminating event:

- a special morning/day/evening for families to come and be a part of the project presentations,
- add the presentation of the projects to an existing festivity held by the school that is in keeping with the themes of the resource for example, Harmony Day, Christmas celebrations, school open days etc.,
- invite local and ethnic media to join the celebrations and share news of the festivities (for example, newspapers, ethnic radio etc.), showcase student work,
- invite the mainstream local schools to join in or combine events for example, join school fete celebrations.

## Taking the materials further

There are a number of extension activities included throughout the resource. In addition, there are ideas for teachers who wish to develop this unit further with their classes.

Also, it is important to check the CLA website for professional development updates on ideas for use in the classroom : [www.communitylanguagesaustralia.org.au](http://www.communitylanguagesaustralia.org.au)





# Introducing Being Me: Knowing You

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## Language lists (Student Workbook)

### How to use the Language List

As part of the language learning aspect of this resource, students will develop a language list for new vocabulary and phrases. The list will act as a study aid during this unit.

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 pencil. Students might have one or two guesses. They then write down the correct meaning in the final column in pen.

### Creating the right learning conditions

This example strategy encourages students to try to make meaning from unfamiliar terms out of clues that they might have from the context or from previous language learnt.

It is important to remember that all students have their own way of processing information and dealing with it. Life experiences, their 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 aware 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 uncertain, or due to previous experiences with the themes that cause some confusion, concern or even some anxiety.

### Language learning activities: taking charge of your classroom

Activities have been designed to facilitate the development of language proficiency, however, these are by no means complete. The teacher may find that language forms and vocabulary in a particular language need further development or indeed some language features may need investigation that have not been identified by the resource. However, a number of language activities and ideas for further language development have been included as extension activities. As part of your professional development training, you will also receive ideas for further development of the resource.

# Introducing Being Me: Knowing You continued

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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 reassured about the importance of the objectives and participation levels may be low as a result.

Curiosity in students is an important factor in being open to learning. 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 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** approach to teaching.




## Study buddies

Activities throughout this resource have been designed for students to work with study buddies. This will allow students to work with peers and develop a sense of peer-support and understanding while each student attempts to develop an understanding of human rights. This is particularly important as students (young adults) grapple with how these notions affect them in their everyday life.

The study buddy activities will assist in supporting the **CURL** approach by fostering respect for each student's opinions and participation, understanding of the student's situation and perspective, care for the student as an individual and provide opportunities for students to feel they are being listened to.

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.

Study buddy groups of 3-4 students per group should be appropriate. For small classes you may wish to have students work in pairs.

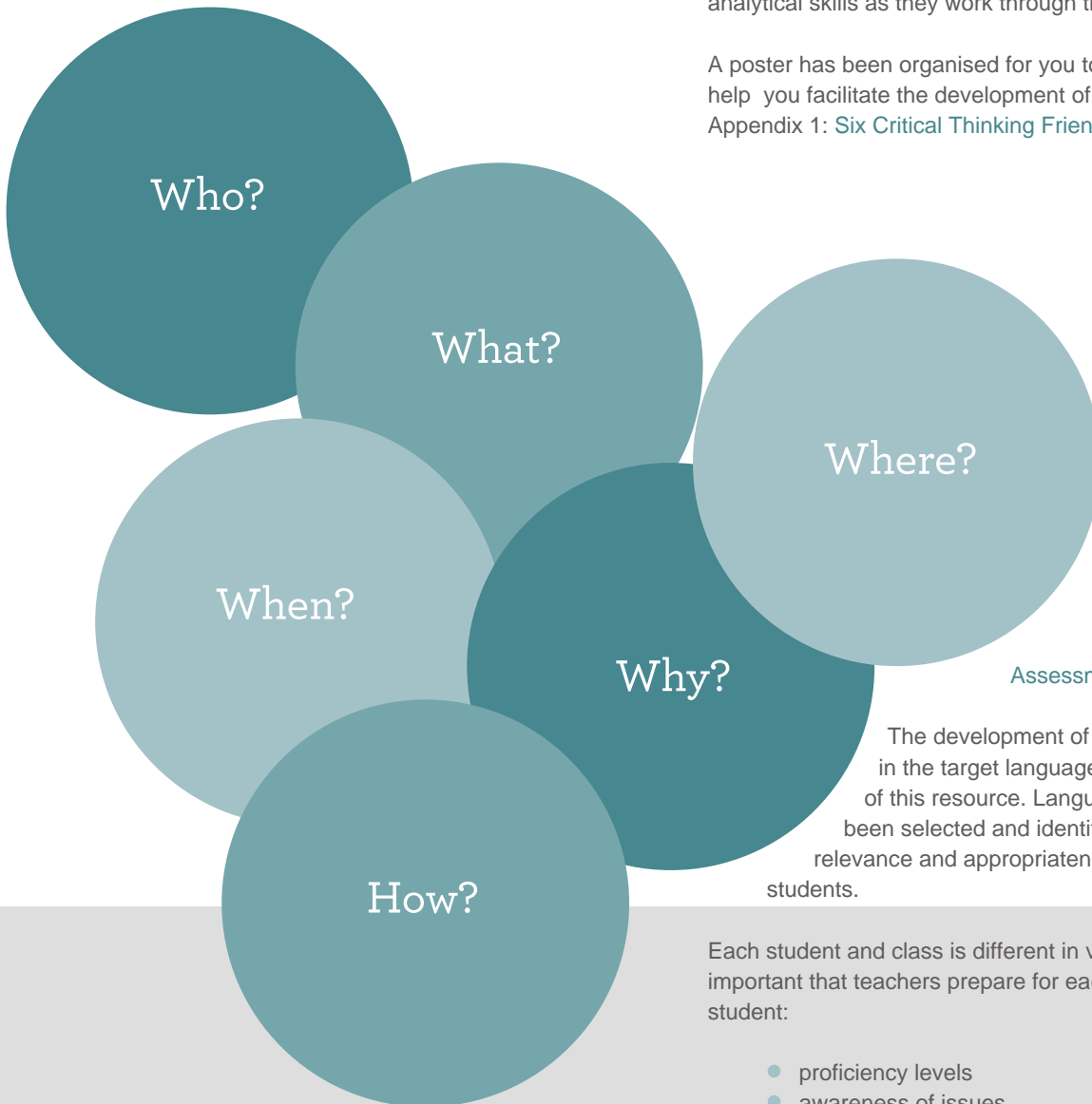
The Student Workbook uses the symbol  to indicate those activities that should be undertaken with study buddies.

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## Developing critical thinking skills

Students will be required to consider a range of issues and analyse them from different perspectives. 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 six questions known as **Six Critical Thinking Friends**. These also appear in the Student Workbook.

These are:



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.

A poster has been organised for you to put up in class and help you facilitate the development of these skills - see Appendix 1: **Six Critical Thinking Friends**.

### Assessment

The development of linguistic proficiency in the target language is a major objective of this resource. Language features have been selected and identified for their relevance and appropriateness to Year 7-9 level students.

Each student and class is different in various ways, so it is important that teachers prepare for each unit by evaluating student:

- proficiency levels
- awareness of issues
- understanding of key concepts.

# Being Me: Knowing You

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## Implementing the resource: Introducing it to the students and their parents

Preparing for the unit

Before embarking on this unit it is important to introduce the topic to the students and their families a week or two before you use 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 Australia curriculum. They should understand how family support will contribute to the outcomes of the topic and how essential this support will be.

A [Letter to Parents](#) has been drafted as Appendix 2.

A Parent Guide can be found in the [Being Me: Knowing You Resource Package](#) for you to use with parents and the school community.

Who are the people I know?

Introductory Activity

Interesting facts about Australia are reported by the [Australian Bureau of Statistics \(ABS\)](#) and the [Department of Immigration and Citizenship \(DIAC\)](#).

a. Draw student attention to the handout on Australia and ask them what they know about the make-up of Australian citizens. You may wish to explain the role of the census.

b. Explore the characteristics of people represented in Australia.

### Teachers Notes: Extra background information<sup>1</sup>

First generation Australians are people living in Australia who were born overseas. In 2006, there were 4.4 million first generation Australians (24% of the population).

Second generation Australians are Australian-born people living in Australia, with at least one overseas-born parent. In 2006, there were 3.6 million second generation Australians (20% of the population).

Third-plus generation Australians are Australian-born people whose parents were both born in Australia. In 2006, there were 10.1 million third-plus generation Australians (56% of the population).

<sup>1</sup> Australian Bureau of Statistics, 2070.0 - A Picture of the Nation: the Statistician's Report on the 2006 Census, 2006 Latest ISSUE Released at 11:30 AM (CANBERRA TIME) 29/01/2009 First Issue. Also, Face the Facts. [www.hreoc.gov.au/racial\\_discrimination/face\\_facts/index.html](http://www.hreoc.gov.au/racial_discrimination/face_facts/index.html)

.....

Review the data reported in Handout: A snapshot of Australians:

- a. Take students through it so that they know how to interpret the findings. Spend a few minutes discussing the findings (implications such as multiculturalism, celebrations, diversity, support services required etc.)
- b. Students to circle the picture that represents a person they know for example, if they know a person who needs assistance with self-care they circle that particular item.

**Extension activity:** students might like to write a number against the item of the number of people they know who are represented by the data. For example, if they know 2 people who need self-care assistance they would write the number 2 next to that picture.

- c. Students are asked to review the data and list 3 most interesting findings.
- d. Ask students if they are surprised at the mix of people in terms of backgrounds and characteristics. Lead student discussion or whether they think they understand the meaning of the word 'discrimination' Write the word on the board.
- e. Play the UNICEF Youtube clip.

Ask students:

What did you think about the clip?

What did it make you think about from your own experiences?

Freedom from discrimination.

UNICEF

A short video clip with a strong point about discrimination.

[www.youtube.com/watch?v=Y5W9H73Za-k=1](http://www.youtube.com/watch?v=Y5W9H73Za-k=1)

- f. Explain that despite the mix, discrimination is an issue that society faces and it is important to look at this because it is a human rights issue.

Ask students what they know about human rights. Briefly discuss:

- What are human rights?
- Why are they important?
- How are they part of society?

If students are not very aware of or wish to engage in conversation about human rights, just let them listen. The resource will permit an opportunity for students to engage actively as they begin to feel comfortable. Remember the **CURL** approach.

You may wish to introduce a clip/news story/case study on discrimination to introduce the theme.

# Handout

A snapshot of Australians

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25% born overseas

75% born here





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

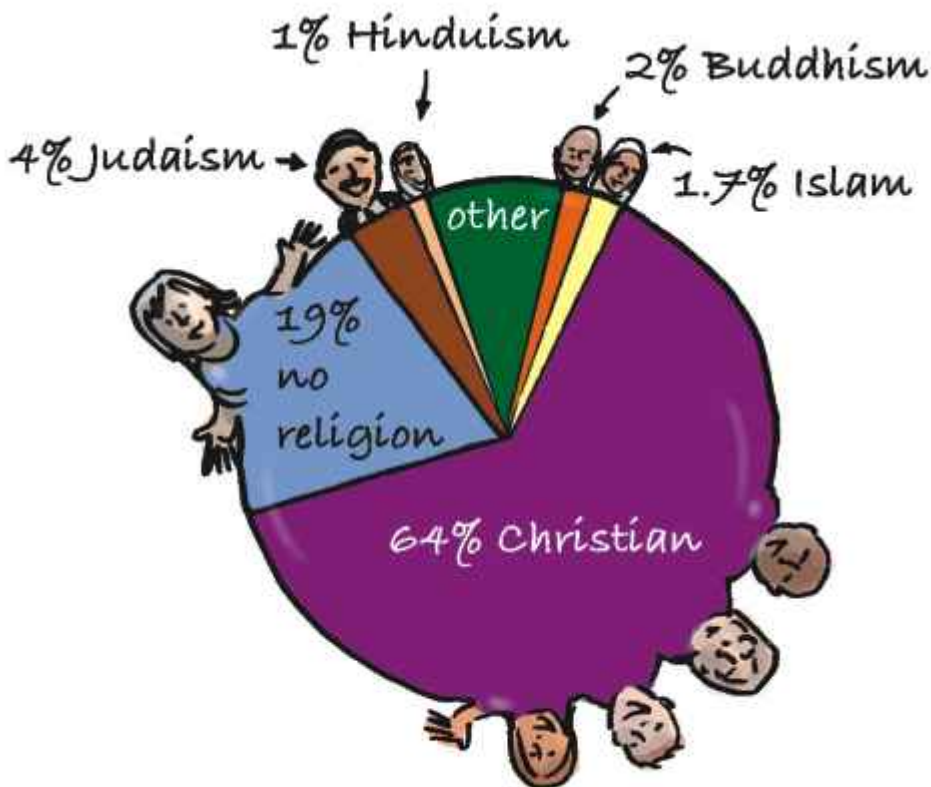
# Handout A snapshot of Australians

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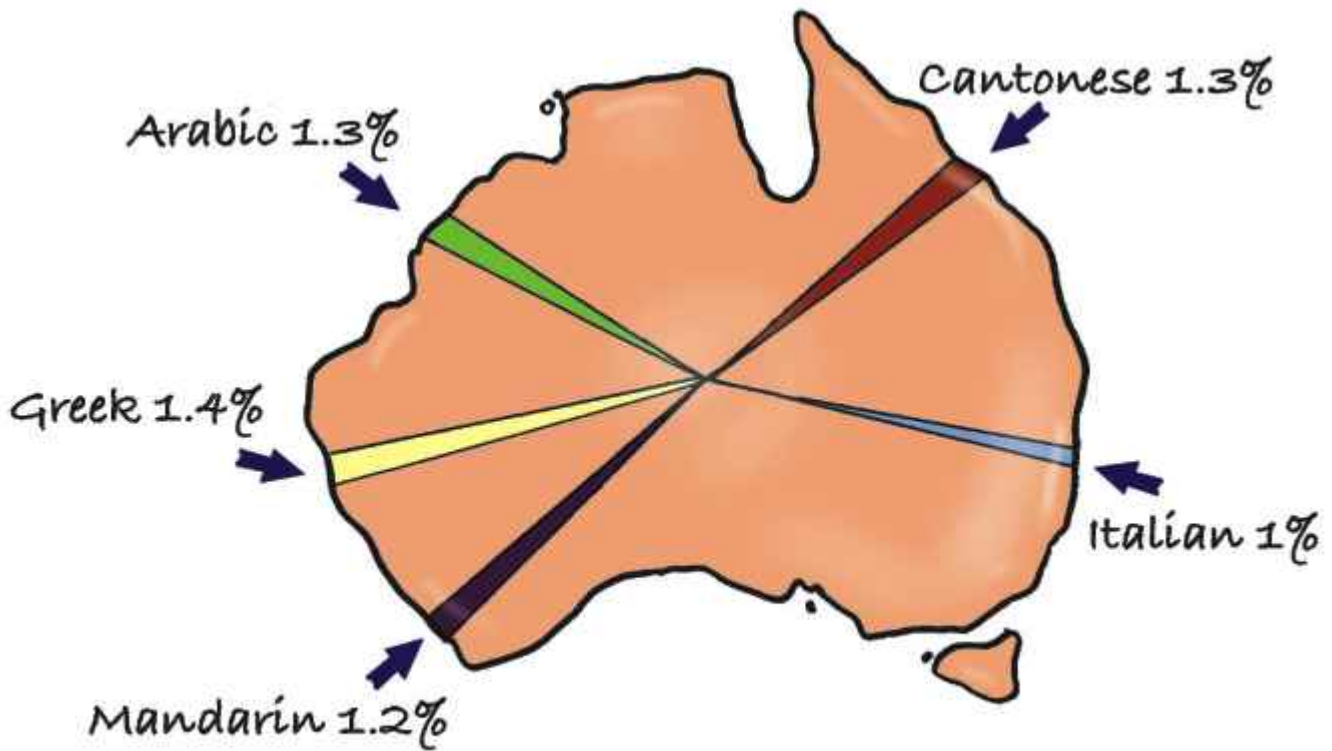
3 million (16%) speak a language other than English



1 in 25 needs daily help







The most commonly spoken language is English

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



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

# Unit 1 Being Me: Knowing You

## Teacher's Guide

## Unit One: Being Me: Knowing You

Unit aims	<p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• be introduced to the resource</li> <li>• establish key themes</li> <li>• gain awareness of stereotypes</li> <li>• develop a sense of self</li> </ul>																		
Key themes	<ul style="list-style-type: none"> <li>• respect for human rights</li> <li>• notion of nationality/ethnicity</li> <li>• verbal and physical harassment</li> <li>• discrimination</li> <li>• expressing opinions</li> <li>• stereotyping</li> <li>• identifying countries on the map of the world</li> <li>• expressing opinions in a respectful manner</li> <li>• identifying types of discrimination</li> </ul>																		
Language functions	<ul style="list-style-type: none"> <li>• expressing agreement</li> <li>• expressing disagreement</li> </ul>																		
Vocabulary	<table border="0"> <tr> <td>Retaliation</td> <td>Italian</td> <td>Racism/racist</td> </tr> <tr> <td>Greek</td> <td>Arabic</td> <td>Mandarin</td> </tr> <tr> <td>Christian</td> <td>Judaism</td> <td>Buddhism</td> </tr> <tr> <td>Muslim</td> <td>Religious</td> <td>Indigenous</td> </tr> <tr> <td>Disability</td> <td>Discrimination</td> <td>Respect</td> </tr> <tr> <td>Wheelchair</td> <td></td> <td></td> </tr> </table>	Retaliation	Italian	Racism/racist	Greek	Arabic	Mandarin	Christian	Judaism	Buddhism	Muslim	Religious	Indigenous	Disability	Discrimination	Respect	Wheelchair		
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Muslim	Religious	Indigenous																	
Disability	Discrimination	Respect																	
Wheelchair																			
Resources	<p><a href="#">World Map</a></p> <p>Blue and yellow highlighters or pencils (students may already have these)</p>																		
Grammar	<p>Verbs:</p> <table border="0"> <tr> <td>• To stereotype</td> <td>• To be sensitive</td> </tr> <tr> <td>• To be racist</td> <td>• To dress</td> </tr> <tr> <td>• To discriminate (against)</td> <td>• To hassle</td> </tr> <tr> <td>• To bully</td> <td>• To get hassled for</td> </tr> <tr> <td>• To retire</td> <td>• To play music</td> </tr> <tr> <td>• To be sick of</td> <td></td> </tr> </table>	• To stereotype	• To be sensitive	• To be racist	• To dress	• To discriminate (against)	• To hassle	• To bully	• To get hassled for	• To retire	• To play music	• To be sick of							
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## Teacher Preparation Required

For this unit teachers will be required to bring in a world map. A handout with an outline of a world map would be helpful. Students can shade or insert a symbol to indicate countries relating to activity one and three.

Activity 7 will require pre-recorded scripts (see Activity 8: Script).

Recording of various voices (male, female, young/old) with different accents, intonation patterns etc. will assist students in developing their "ear" for the language.

### Activity 1

#### Identifying countries

Using a world map, ask students to identify countries that their families come from (ask students to think about parents, grandparents, aunts and uncles etc.). You could ask students to shade these blue.

### Activity 2

#### Knowing our classmates

Introduce the concept of surveys and explain that students will survey each other about people they know who come from different countries to gauge how many countries are represented. Model the activity.

### Activity 3

#### Mapping my friends

- a. Ask students to locate the countries on the world map where their classmates or classmates' families are from.

### Activity 4

#### Organising a bar chart

Guide students through how to organise a bar chart.

- a. The students should prepare a bar chart based on the responses they get in their surveys.

#### Extension activity:

As a class, tally up student responses and ask students to prepare a bar chart based on total class responses. You can do this as a class activity or as an extension activity and have students present their bar charts so that the class gets a sense of the breadth of countries represented in friendship groups.

### Activity 5

#### What is discrimination?

Ask students to work with their allocated study buddies and brainstorm the idea of "discrimination". Ask them to insert words and/or key phrases in the mindmap. You may need to model how to use a mind map if this concept is new to students.

Bring the class together to discuss ideas.

# Unit 1 Being Me: Knowing You continued

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## Class Explanation

One way of respecting others is to listen and enter into debate: Expressing opinions in a polite way and objecting to opinions in an equally polite way. Language plays an important part in this.

### Activity 6

#### A. Expressing agreement and disagreement

Take students through the expressions below:

##### Expressing agreement:

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

##### Expressing disagreement:

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

B. Play the prepared recording of the script. Students need to write down how many times they hear each phrase. Play the recording twice. The second time should be to check answers.

### Activity 7

#### Familiar and unfamiliar terms

Students to note down in their tables which phrases are familiar or unfamiliar.

Activity 8

Listening task

Ask students to listen to the role-plays. Play the audio twice. Students to do the cloze activity in their Student Workbooks.

## Script

Brad Pitless is interviewing several stars on their opinions.

Interviewer Do you think that people should be free to dress as they please?

Johnny Depster I agree that people should be free to dress as they please.

Gwyneth Poultry That is an interesting point, however, in some countries, laws dictate dress and visitors should be respectful of this.

Johnny I agree with Gwyneth.

Interviewer In your opinion, do you think that every child should attend school?

Madonna Squarepants I agree as long as there are choices.

Lisa Sompson Yes, I think that is right. Each family should be able to choose which school suits them.

Interviewer: Do you feel that the government should not allow rock music to be played?

Brendon Fraserful In my opinion the government should not comment on what sort of music is played. I believe that all music should be played as long as it is not offensive.

Angelina Jolly Yes, I think that is right, yet it is difficult to judge what may be offensive to one person and not another.

Brendon Fraserful Yes, that is an interesting point!

Interviewer Do you think that governments should stop people from expressing opinions about religious practices?

Bart Sompson I don't agree - I believe that we should be able to express our opinions on everything.

Kylie Minogle I agree but we should be thoughtful and sensitive to other opinions.

Bart Sompson I don't agree. We should just tell it as it is.

Kylie Minogle We will have to agree to disagree.

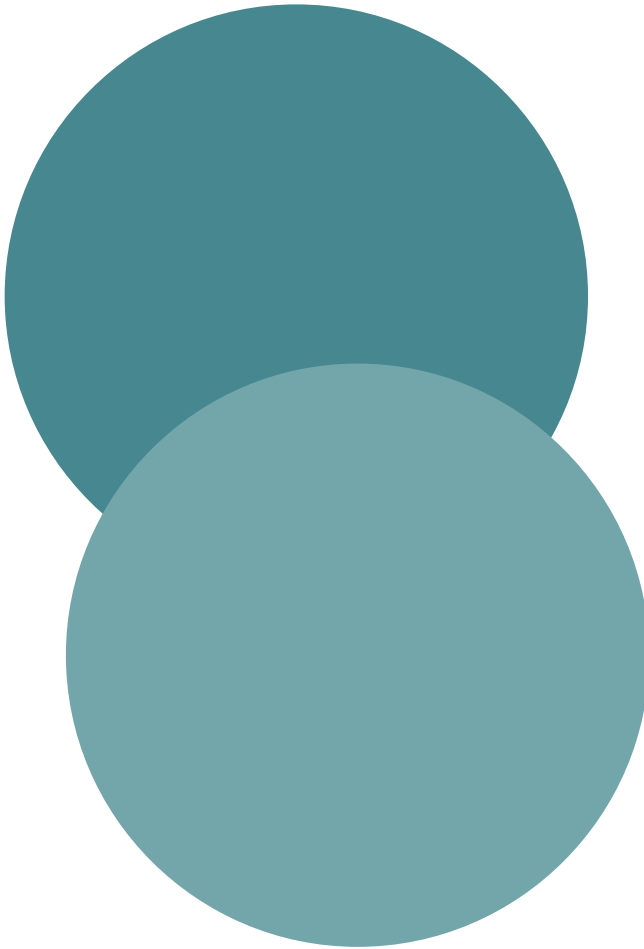
Inteviewer Do you think that everyone should be able to go to a doctor if they need to?

Frankenstein As long as they do not end up like me!

Inteviewer Hmm, now that is an interesting idea!

# Unit 1 Being Me: Knowing You *continued*

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## Culture and language

- a. Ask students how things might be said to demonstrate politeness and respect for opinion or impoliteness and disrespect.
- b. Ask students to consider the English alternatives to the phrases studied. What are the differences?

Ask students to think about how language is used in different cultures as a vehicle for messages.

For example, In some languages there is no sentence structure to mean :

*I feel it is wrong to discriminate against . . .* instead the phrase *It is wrong to discriminate . . .* would be more commonly used.

## Extension Activities:

Ask students to:

1. role-play the scripts in their study buddy groups each taking turns to play the various roles,
2. volunteer role-playing their choice/favourite script for the class,
3. script a similar interview with characters of their choice.

Activity 9

Your turn

Work with students on how to express opinions: Expressing agreement and disagreement.

Ask students to write down their responses to the questions in Activity 9 using the terms they have just heard. They should use each term at least once.

Activity 10

Recognising Discrimination

- a. Ask students to note how do they know if someone has said or done something that is discriminatory.
- b. Ask students to look at the pictures carefully and place a cross in the box where some sort of discrimination is happening.

Review student responses and lead class discussion. Encourage students to express opinions (agreement and disagreement) as covered earlier in the unit.

- c. What sort of, if any, discrimination is occurring in each of the pictures?
- d. Ask students if they, or someone they know, has experienced any type of discrimination.

Note: Students will vary in offering responses to this question, particularly at this stage of implementing the resource. Some groups may be responsive, alternatively some students may offer information more readily in other groups.

If students share stories freely, explore the notion of the effects of discrimination on them as recipients/witnesses of the discrimination (feelings, reactions, attitudes, behaviour etc.). Include other members of the classroom asking them:

- How does this story make you feel?
  - Does it remind you of any incidences you know about?
- e. Ask students to consider the effects of discrimination.

Activity 11

Locating discrimination

This activity should be handled with tact (remember the CURL approach).

- a. Ask students to personally reflect on why the issue of discrimination is/ is not important to them and to complete the questions. Explain that if they do not feel comfortable answering any of the questions that they may leave these blank, but to think about them carefully.

# Unit 1 Being Me: Knowing You continued

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## Activity 12

What is discrimination all about?

Organise Study Buddy groups for the following student activity.

In each group, students try to define each of the terms below. Ask one person to be chosen to report back to class. Brainstorm and list key words under each of the five concept words on a poster. Elicit ideas from the students on why the concepts are difficult to define. Tell them that they will be working on these concepts during the next five weeks of class and will revisit these regularly. For example, it might be interesting to see if their brainstorming session today would reveal the same keywords in five weeks time.

- a. dignity
- b. respect
- c. human rights
- d. equal opportunity
- e. bullying

Keep the poster up for the first day then retain for use in the fourth session.

### Extension activity

You may have a group of students who may also be prepared to consider the meaning of the following words:

- a. acceptance
- b. caring
- c. disability

As a teacher, you may come up with additional key phrases/terms which are culturally appropriate in this context.

## Home Learning

Direct students to the [Home Learning](#) task.

Ensure they understand the importance of enlisting the assistance of their family members during this resource.

## Answer key for Home Learning Task

### Week 1: Activity 2

1. b      2. a/b/c (all correct)      3. c      4. a      5. c      6. a      7. A      8. c



# Unit 2 Getting Even

## Unit Two: Getting Even

### Unit aims

#### In this unit students will:

- acquire the language necessary to understand and describe basic human rights
- establish scenario and characters for the unit and the resource
- develop language skills through listening, speaking, reading and writing activities
- develop an understanding of types of discrimination
- develop an awareness and appreciation of the meaning and significance of The Universal Declaration of human rights and other human rights instruments.

### Key themes

- understanding concepts of discrimination, dignity, respect and racism
- awareness of implications of stereotypes and stereotyping
- building language proficiency

### Language functions

- summarising
- identifying key information
- working with a dictionary
- interpreting information
- deducing information
- reading for specific information
- predicting meaning from visual cues
- interpreting visual cues

### Vocabulary

Behaviour	Attitude	Bully
Disappointment	Angry	Scared
Frustrated	Terrorists	Stereotype
Empathy	Self-esteem	Care
Belonging	Responsibility	Self-respect
Hijab	Dignity	Hassled
Provocation	Tolerance	Bullied
Discriminated	Hurt	Ignored
Proud	Upset	

### Grammar

To call (names)	To hassle someone	To respect
To retaliate	To propose (a solution)	To express (feelings)
To provoke	To ignore	To grab
To appreciate	To retire	To feel

# Unit 2 Getting Even continued

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## Resources

Visual aids depicting people from different ethnic backgrounds may assist with Activity 8.

- Poster paper
- Drawing materials for posters
- Alphabet cards (cards with letters of the alphabet for Activity 11) - you may need multiple cards of letters that are common.

## Warm up A

### Insert the vowels

Students to insert the correct vowels to spell the words.

- |            |                  |
|------------|------------------|
| Answer Key | ● RESPECT        |
|            | ● RIGHTS         |
|            | ● RACISM         |
|            | ● DISCRIMINATION |
|            | ● DIGNITY        |

## Warm up B

### Eat the cheese

Students work in pairs or groups of 3-5. Student A thinks of a word or short phrase from the vocabulary list from this unit and writes down dashes to represent each letter. Use a back slash (/) to represent a space between words. Student B guesses the letters that make up the word(s). If Student B guesses correctly then the letter is written down above the dash. If there is more than one instance of the same letter then all these are written down. If the guess is incorrect then Student A needs to start drawing the picture, one stroke at a time of a mouse eating cheese. The game continues until Student B guesses the word or Student A completes the picture of the mouse eating the cheese.

## Home Learning Review

Review tasks in student [Home Learning Resource Books](#) as students complete Activities 1 and 2.

## Activity 1

### Predict the story

Ask students to look at the picture in their Student Workbooks and guess what the story is about.

Guide students to predict:

- a. the characters: what do they represent and what are their relationships?
- b. the situation/context?
- c. what are they doing? (Tease out the clues upon which students base their guesses)
- d. their feelings?

Activity 2

Language activity

- a. Read the scenario with the students.
- b. Ask students to underline any new words and phrases.

Organise students into their study buddy groups.

- c. Ask students to tell you the new words that they underlined. Write these up on poster paper. Direct students to copy the language into their Language Lists at the back of their Student Workbooks. The posters should be put up around the room at the completion of this task. These will be useful to put up for each lesson in this resource.
- d. Students to spend 3-5 minutes guessing the meaning of the language (individual or peer work).
- e. Teacher leads discussion on guessing the correct meaning of the language. The teacher should provide feedback on approximation of meaning, cultural significance of any language, derivation of terms (for example, etymology), and pronunciation of terms. Meanings should be written up on the poster paper list and put up around the class. Students should make notes on their language lists.
- f. Ask for student volunteers to take roles in the scenario and read it to the class. (This activity should be done at least twice for reinforcement).

Activity 3

Review

Go through the comprehension questions with the students. Review predictions to understand if they were appropriate ensuring that students understand key information about:

- identifying the characters
- what problems emerge from the scenario
- the solution proposed by Luca
- Mustapha's reaction to the solution.

Activity 4

Feelings

Explore the feelings experienced by each of the characters.  
Students to complete the cloze exercise in the table and can add their own two sentences.

# Unit 2 Getting Even continued

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## Activity 5

### Reflecting on stereotypes

#### Setting up the activity

Introduce the activity to students asking students to be constructive. The aim is to think critically about stereotypes. Draw student attention to the Six Critical Thinking Friends (see Appendix 1) to assist discussions.

Mustapha mentions a stereotype when he says - "Aussies are all the same - you don't understand anything but footy!". Ask students the following questions and elicit discussion on stereotypes:

- a. What do you think he means by this?
- b. Is this an accurate stereotype?

## Activity 6

### My Martian

- a. Using poster paper - ask students to think about drawing their own Martian. Students should think about:
  - physical features
  - facial attributes
  - dress/costume
  - colour
  - gender
  - age.
- b. Ask students to write a description in the table of their Martian and consider:
  - its hobbies
  - a description of it's world (housing, family group etc)
  - it's attitude towards humans
  - mode of communication.
- c. Ask students to hand in their description. Students to put posters up around the classroom and the teacher puts the descriptions around the classroom also in a jumbled order. The posters should be numbered whilst the descriptions should be identified by a letter of the alphabet.

Students to go around the class and match the picture with the description.

Activity 7

My Martian

- a. Whole group discussion on the Martian activity based on Activity 8 in Unit 1.
  - 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 designed a stereotype of a Martian. Where might this stereotype come from?
- b. Organise students into study buddies to consider the following questions that appear in their Student Workbooks. Student groups are to prepare their notes ready for class discussion:
  - I. What are stereotypes?
  - II. List the stereotypes that exist of:
    - a. Italians?
    - b. Indians?
    - c. Australians?
    - d. Indigenous Australians?
    - e. Catholics?
    - f. Muslims?
    - g. People with a disability?
    - h. Older people?
  - III. What stereotypes exist of the student's culture? Consider: dress, mannerisms, accents, appearance (think about male and female stereotypes), food eaten etc.
  - IV. Ask students to identify which are positive and which are negative. Explore this aspect.

Activity 8

As a whole class activity:

For high level learners

Activity 9

Stereotypes

Brainstorm some of the stereotypes that exist of students' own culture/s. Ask students to volunteer to be scribes and note down responses on the board. Use this opportunity to underline key words once this task is undertaken.

Brainstorm aspects of the students' culture/s that they are proud of.

For example,

Italians only eat pasta and pizza - Italians are famous for their variety of pasta and pizza dishes.

Ask students to work on completing the table for Activity 8 in their Student Workbooks.

Organise a whole class discussion relating to their answers.

Stereotypes

Students to work on completing Activity 9. Follow up with class discussion exploring the questions:

- a. How do the stereotypes of your culture make you feel?
- b. Why do you think stereotypes exist?
- c. What can be done to challenge stereotypes?
- d. Why has a scale been used in the picture?

# Unit 2 Getting Even continued

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## Activity 10

### Effects of discrimination

Students to work in study buddy groups to discuss and make notes in the table in their Workbooks to help them report back to class.

Discuss responses as a class.

Write up key words and phrases on board. Ask students to insert these into their language lists to learn so that they can play games and activities during the unit.

1. What do you think are the effects of discrimination on a student who is discriminated against?

Possible answers:

The student may:

- feel victimised
- lose self-respect
- not want to go to school
- be aggressive
- feel anxious
- drop in grades
- withdraw socially
- not participate in school activities

2. What are the effects on the school community if discrimination occurs?

Possible answers:

Students and teachers may:

- feel tense
- not want to go to school/work
- be aggressive
- not participate in school activities
- students may do well in their school tasks
- feel anxious
- withdraw socially
- stay in their own groups or isolate themselves.

## Activity 11

### Vocabulary game

Distribute alphabet cards.

Students to pick up an alphabet card and write down a word that starts with that letter. For every word that students have learnt from this Unit students receive 10 points, for other words they receive 5 points. Students are encouraged to use their Language list.

## Homework

Direct students to the [Week 2 Home Learning Task](#).

Ensure students understand the importance of enlisting the assistance of the family members during this resource.

# Unit 3 Trouble at school

## Unit Three: Trouble at school

Unit aims	<p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• appreciate the relationship between rights and responsibilities</li> <li>• analyse the relationship of human rights to daily life</li> <li>• apply the concepts of human rights to their own lives</li> <li>• commence planning of their project</li> </ul>										
Key themes	<ul style="list-style-type: none"> <li>• the effects of discrimination on the individual and the community</li> <li>• strategies for dealing with discrimination</li> <li>• identifying famous personalities who have contributed to establishing human rights in some way</li> <li>• project planning strategies</li> </ul>										
Language Functions	<ul style="list-style-type: none"> <li>• summarising</li> <li>• identifying key information</li> <li>• working with a dictionary</li> </ul>										
Vocabulary	<table border="1"> <tr> <td>Constitution</td> <td>Proud</td> </tr> <tr> <td>Troubled</td> <td>Appreciated</td> </tr> <tr> <td>Threatened</td> <td>Pleased</td> </tr> <tr> <td>Ignored</td> <td></td> </tr> </table>	Constitution	Proud	Troubled	Appreciated	Threatened	Pleased	Ignored			
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Threatened	Pleased										
Ignored											
Colloquialisms	Trouble breeds trouble										
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To know better	To happen to										
To notice	To be entitled to										
To promote (a right)	To be sick (of)										
To be paired up (with)	To adopt										
Resources	<ul style="list-style-type: none"> <li>• Project Planner handout</li> <li>• Human rights poster (see Appendix 5)</li> <li>• Dictionaries</li> </ul>										
Home Learning Review	Review tasks in student Home Learning Resource Books as students complete activities. The Profile will be used as a basis for Activity 8: Discrimination in society.										
Activity 1	<p>Warm up: <a href="#">Word Scramble</a></p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>Answer key:</p> <p>a. dignity    b. respect    c. discrimination    d. human rights    e. equal opportunity</p> </div>										

# Unit 3 Trouble at school continued

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## Activity 2

Students are asked to translate the words below. Check answers and ensure students know the meanings of each:

### Vocabulary

Hurt	Upset	Proud
Angry	Frustrated	Discriminated (against)
Hassled	Bullied	Pleased
Ignored	Accepted	Stereotyped
Appreciated	Respected	Confused
Threatened	Confident	Troubled

## Activity 3

### Positive or negative?

Students are asked to complete the table by putting in the words in the table above in the appropriate columns, categorising each as denoting a positive or negative meaning.

### Adapting the activity:

You may adapt this activity into dictionary work.

Some sample answers appear below.

- Look at the words in Activity 2 and insert the words in the appropriate columns below:

Positive	Negative
proud	hurt
accepted	frustrated
pleased	confused

### Whole class review and discussion

Class discussion may also reflect on how some feelings may be both positive and negative. For instance, to be angry as a reaction to something unacceptable may be appropriate and that this anger can provide the impetus to address issues in a constructive manner. Use the **CURL** approach to deal with aspects of the discussions.



Activity 4

Students work individually on the matching activity. This could also be done in study buddy groups if required.

Extension activity:

Ask students to make up their own sentences for a matching activity.

Answer Key

Sentence beginnings	Sentence endings
1. Racism is not acceptable because	it is not respectful of a person's ethnicity.
2. Older people have a right to	take part in activities that they choose rather than be discriminated against because of their age.
3. People with disabilities	have a right to an education.
4. Being discriminated against	hurts your feelings.
5. A person who discriminates might tease you because of	your dress, religion or ethnicity.
6. Racists are	not cool.
7. Racists might try to say hurtful things to you	so it is important to tell your teacher and family.
8. If you are discriminated against	you can make a complaint to the Australian Human Rights Commission.
9. Sometimes you can be discriminated against	just by being ignored, for instance, not being served at a shop.

Activity 5

Predicting the story

Ask students to look at the picture and surmise on what might be happening. Students should be encouraged to predict what might occur, feelings that might be prevalent etc. before they read the dialogue.

Activity 6

Discussion based on dialogue

- a. Read the scenario with the students.
- b. Ask students to underline any new words and phrases.
- c. Ask students to tell you the new words that they underlined. Write these up on poster paper. Direct students to copy the language into their Language Lists. Your posters should be put up around the room at the completion of this task.

# Unit 3 Trouble at school *continued*

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- e. Students to spend 3-5 minutes guessing the meaning of the language.
- f. Teacher leads discussion on guessing the correct meaning of the language. The teacher should provide feedback on approximation of meaning, cultural significance of any language, derivation of terms (etymology), and pronunciation of terms. Meanings should be written up on the poster paper list and put up around the class. Students should make notes on their language lists.
- g. Ask for student volunteers to take roles in the scenario and read it to the class.

## Activity 7

### Checking comprehension

Go through the comprehension questions with the students. Ensure that they understand key information and communicate meaningfully in the language.

## Activity 8

### Home Learning Review

- a. Teacher asks students what they have found out about each of the individuals as part of the Home Learning Task.

## Activity 9

### Discrimination in society

For this activity students should work in study buddy groups to come up with answers before bringing the class together for whole group discussion.

**Class discussion.** Ask students if they know of any books, films or stories they know about that deal with the issue of discrimination. Explore types of discrimination.

Possible responses are listed below. As a teacher, check any content that you may bring in to class for appropriateness.

**Shrek** - is discriminated against because Shrek is an ogre rather than a human and is considered different in looks and inferior.

**Up** - main character is discriminated against because of his age.

**Harry Potter** - Hermione is discriminated against because she is a Muggle (use of the discriminatory term: mudblood. See Harry Potter and the Chamber of Secrets - J. K. Rowling). Or Hagrid feels he has to keep secret that his mother was a giant as they are regarded as dangerous (see Harry Potter and the Goblet of Fire J. K. Rowling. Chapter 24). The books also discuss the treatment of house elves and Hermoine's efforts with this issue.

Activity 9 cont.

The Simpsons - the 'Bart vs. Australia' episode (Season 6). Contains a number of stereotypes about Australians.

SpyKids II - the disabled grandfather feels hurt his grandson does not think of him as a capable person because he is in a wheelchair.

X-Men - a struggle emerges when some think that humanity and mutants can co-exist happily and others feel that a war will start between them.

Hairspray - a musical about racial tensions between black and white Americans in the 60's. Also, there are messages regarding self-image and respect.

Avatar - notion of racism, bias and discrimination against people with disabilities are dealt with in this film. Also, there are themes around cultural identity and learning about different cultures.

Activity 10

Study Buddy group work

- a. Ask students to list some strategies they might use to avoid discriminatory behaviour
- b. Class discussion
- c. Review the strategies noted by students and discuss their appropriateness and impact
- d. Students should use discussion notes to complete the mindmap  
Strategies for dealing with discrimination: Some strategies
- e. Use Worksheet 3.1 as a guide for class discussions.  
Ensure students include this handout in their Home Learning Resource Books

Activity 11

Project Planning

Students should use the rest of this session to draft the plan of the project they will present at the end of this unit.

The Project Planner on in the Student Workbook will help guide students in their thinking. They are then to work on this with their families as part of their Home Learning Task and prepare the final plan in their Student Home Learning Resource Books.

Ensure that you are able to provide feedback on the planners before the students are dismissed so that they can continue working as part of home learning activities.

# Handout 1

## Strategies to avoid discriminatory behaviour

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### Dealing with being discriminated against

**Avoid situations:** try not to get involved in conflicts based on discriminatory behaviour. This will mean you avoid being made a target.

**Use humour:** sometimes the person who is attempting to discriminate expects a negative reaction. Humour can dissipate the tension and eliminate any further opportunity for provocation.

**Assert yourself:** Know that there is no need to accept discriminatory behaviour. Explain you will not just let that person get away with the discriminatory behaviour, then act.

**Seek adult help:** While you can deal with certain issues, sometimes you need to seek the help of an adult. Speak to someone who is in a position to help you deal with the issue such as your parents, teacher, the Australian Human Rights Commission or a State or Territory equal opportunity agency.

**Show CARE:** If you see someone being discriminated against, care enough to react. You could say something to diffuse the situation. You might assist or comfort the victim.

### How to be non-discriminatory

**Positive attitude:** Do I feel apprehensive about differences or am I happy to understand and appreciate differences?

**Reflection:** Ask yourself: Do I respect others even if they look/act differently (for example, if they have a disability or come from a different ethnic background)?

Am I an **understanding** person? Do I try to understand why there are differences and appreciate the reasons?

**Positive behaviour:** Do I behave in a respectful way to others in the way I would like to be respected?

**Support others:** Do I assist others who might be experiencing discriminatory behaviour?

**Consider your reactions:** Did you act appropriately? Are you proud/ pleased of how you behaved? Could you have done anything different? Asking this question will help work out strategies for understanding and dealing with how you might interact with people without discriminating against them.



# Unit 4 There's nothing wrong with me

## Unit Four: There's nothing wrong with me

Unit aims	<p>In this unit students will:</p> <ul style="list-style-type: none"> <li>develop language skills through listening, speaking, reading and writing activities</li> <li>develop an understanding of different human rights</li> <li>appreciate the relationship between rights and responsibilities</li> <li>analyse the relationship of human rights to daily life</li> <li>be able to apply the concepts of human rights to their own lives.</li> </ul>														
Key themes	<p>Students to have an awareness that:</p> <ul style="list-style-type: none"> <li>the Universal Declaration of Human Rights (UDHR) is an internationally agreed statement that acknowledges the inherent dignity of each person</li> <li>key themes of this Declaration</li> <li>how these themes relate to everyday situations</li> <li>the importance of human rights.</li> </ul>														
Language Functions	<ul style="list-style-type: none"> <li>interpreting information from headlines</li> <li>deducing information from headlines</li> <li>predicting information from visual cues.</li> </ul>														
Vocabulary	<table border="1"> <tr> <td>Tension</td> <td>Speak up</td> <td>Graffiti</td> </tr> <tr> <td>Suspension</td> <td>Detention (from school)</td> <td>Vibe</td> </tr> <tr> <td>Poison</td> <td>Constitution</td> <td>Declaration</td> </tr> <tr> <td>Liberty</td> <td>Security</td> <td></td> </tr> </table>			Tension	Speak up	Graffiti	Suspension	Detention (from school)	Vibe	Poison	Constitution	Declaration	Liberty	Security	
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To divide	To get involved	To brawl													
To protest	To hide														
Resources	<ul style="list-style-type: none"> <li>cards for language work (see Warm-up activity A and Activity 4)</li> <li>letter cards (see Warm-up activity 4)</li> <li>poster paper</li> </ul>														
Home Learning Review	<p>Review tasks in student Home Learning Resource Books as students complete Activities. Check that the Project Plan has been completed and use class time to check with individual students on progress.</p>														

# Unit 4 There's nothing wrong with me continued

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## Warm-up Activity A:

### Board Words

- Before the students come into class have the following words (in the target language) written up on cards and pasted on the board along with words about feelings that came up in the work undertaken in the last unit. Also, go through the dialogue and add any words/phrases that you feel might be new or students need to revise. Take note especially of those phrases/words that require some explanation in the target language.
- As students come into the room let them read the words and try to decipher their meaning amongst themselves as you make preparations for the day (for example, take the attendance roll).
- Once students have tried to work out the words in terms of pronunciation, meaning, spelling etc. go over the words with the class ensuring that students know what each means. Leave the cards up as you go through the rest of the lesson.

Age	Dignity
Racism	Threatened
Disability	Skin
Constitution	Feelings
Discrimination	Wrong
Respect	Understand
United Nations	Tension
Values	Tolerance
Declaration	

### Line up and spell the word

Students in each study buddy group selects 5 words from the new language list. They write out each word with one letter at a time per card that you give out. They shuffle the cards and put these into envelopes with the word marked on the front of the envelope for easy use next time. Divide the class into two teams. Take up the envelopes. Give Team One the cards out of the first envelope. You could either:

- call out the word and the students need to line up according to correct spelling of the word with the letter cards in front of them so the class can see the word spelled out.
- students try and work out the word and line up according to correct spelling of the word with the letter cards in front of them so the class can see the word spelled out.

Do the same with Team Two. The team with the most words that are spelled correctly wins the game.

## Warm-up Activity B:



### Activity 1

Ask students to look at the picture and answer the following questions in class

- a. Who is in the picture?
- b. Where are they?
- c. What do you think is happening?
- d. What feelings are expressed?

### Activity 2

Read the dialogue

Go through the following comprehension questions with students:

- a. Who are the characters?
- b. Where are they?
- c. What has happened?
- d. What are the results of these events?
- e. What do they intend to do about the problem?
- f. Do you agree with their intentions?

### Activity 3

Discrimination and the media

1. Review the headlines with the students. Brainstorm answers/points to the following questions and note key words and phrases on the board.
  - a. What sort of messages emerge from the headlines below?
  - b. What sort of impact do such news items have on society's perceptions?
  - c. Do you feel these perceptions have affected you or your family and friends in any way? (Refer to the CURL strategy to assist with this activity particularly in regard to item c.)
2. Ask students to make sentences from the points you have put on the board.

### Teacher guided discussion

Review:

If you feel it is appropriate to review language at this stage, the following activity may be of assistance.

Tell students that they will review some of the terms that they think about when they think of human rights.

# Unit 4 There's nothing wrong with me continued

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Teacher guided discussion continued:

Write the terms/words on cards and post these up a board or on a wall.  
Model responses might be:

- dignity, respect
- responsibility
- values systems
- moral and legal rights
- justice, tolerance, equality
- interaction between people and their community.

Explore what each of these terms mean. Ask students why these aspects are important to an individual and socially?

Write each phrase/word up on cards and add these to those on the board.

Whole class discussion

**How are human rights protected?**

Lead the students in a discussion. How are human rights protected and promoted by institutions?

Possible answers might include:

- government laws
- constitutions devised by each country
- Universal Declaration of Human Rights
- Australian Human Rights Commission
- United Nations.

Activity 4

**Mind Map**

Give each study buddy group a card from Warm-up activity A. Students to use this as the key word for completing a mind map.

Activity 5

**My list of human rights**

Ask students to list the human rights they would protect if they were in government.

(Students should work with study buddies to prepare their answers before bringing them together for whole class discussion).

Write the answers up on poster paper to be added to the board.



Activity 6

Identifying human rights

Go through Worksheet 4.1

Ask students to identify which item is a human right?

Ask students to note carefully which are human rights and others that might fall under other categories such as assertions, entitlements etc.

Activity 7

Dictagloss

Dictagloss is an activity that promotes:

- listening skills
- awareness of grammar and punctuation
- vocabulary use
- cooperative learning.

Instructions:

1. Arrange students in their study buddy groups.
2. Read the text at normal pace. The students should listen to the piece to get a general sense of the key messages.
3. Reread the text. Working on their own, students should make notes of key words and phrases. On completion, allow one to two minutes for students to review their notes and add any details.
4. Reread the text at normal pace for students to check their notes and make any additional notes.
5. Students 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.

Extension activity: Role-play

Write the following scenarios on separate cards and give out to pairs of students.

**Role-play A:** In pairs, take on the role of Luca and Isabella. You are concerned for your friends. You want to understand what has happened and why and how they must be feeling. Develop a 2 minute role-play on this to present to the class.

**Role-play B:** In pairs, take on the role of Mustapha and Muna. You are concerned about what is happening at school and what you should do. Develop a 2 minute role-play on this to present to the class.

# Unit 4 There's nothing wrong with me continued

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## Background: 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'.

Dictagloss text (read to class)

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 human 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.

Review dictagloss

The next step is to review the reconstructed text as a study buddy correction activity, ensuring that:

- key vocabulary/phrases are included and understood
- sentence structure is appropriate
- punctuation is correct
- spelling is correct
- Key information is included.

# Worksheet 4.1 Solution

## Identifying human rights

**Answer Key**

Which of these are human rights?

Be careful to ascertain which are human rights and others that might fall under other categories such as assertions, entitlements etc.

	Human right	Other
The right to life, liberty and security of person	x	
The right to freedom of thought	x	
The right to go to school	x	
The right to own property	x	
The right to remain silent	x	
The right to freedom of speech	x	
The right to attend a rock concert		x
The right to drink alcohol		x
The right to work	x	
The right to privacy	x	
The right to a nationality	x	
The right to your opinion	x	
The right to see a doctor	x	

Adapted from Youth Challenge, Developed by Human Rights Commission, 2004

# Unit 4 There's nothing wrong with me continued

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## Teacher - student discussion

### Who has responsibility for acknowledging human rights?

- governments
- organisations (such as the United Nations, Amnesty International, the International Committee of the Red Cross, etc.)
- communities, (such as clubs, schools, councils etc.)
- individuals (such as you and I).

### Points for discussion:

- Ask students to think about who is responsible for human rights and in what ways these rights are expressed.
- Which organisations are they aware of? What role do they play?
- Which community organisations are they aware of? Do they or anyone they know belong to any of these? What do they do as part of this participation?
- How do/could the students themselves contribute in taking up this responsibility of ensuring discrimination does not impinge upon the human rights of people in general?

### Background for discussion

- The people who drafted the Declaration thought about the human rights violations that occurred in World War II and preceding years.
- The United Nations was all about promoting a better world through international co-operation, including in the field of human rights.
- In adopting the Declaration, the United Nations emphasised the inherent dignity of every person and that recognition of human rights was the basis for freedom, justice and peace.
- The Universal Declaration sets standards that provide a framework for human rights supporters to call human rights violators to account.
- The rights set out in the Universal Declaration cover not only civil and political rights, which protect individuals from government abuse of power, but also economic, social and cultural rights as basic rights that will ensure human dignity.



Where do human rights come from?	<p><b>Extension post-activity discussion</b></p> <p>Teacher-led class discussion:</p> <ul style="list-style-type: none"><li>philosophies put forward by thinkers of the ancient world (e.g. Plato, Marcus Aurelius, Cicero, St. Augustine)</li><li>religious principles from a range of world religions</li><li>philosophical positions from thinkers of the Renaissance and the Enlightenment periods (e.g. Locke, Bacon, Descartes, Voltaire)</li><li>political struggles such as the French Revolution, the American Civil War, women's suffrage, collapse of apartheid system in South Africa, indigenous rights in Australia.</li></ul>
Activity A	Explore if students are aware of any of these and ideas that emerge from these events/philosophies/people etc.
Background	Events of World War II brought about the importance of different nations to establish a universal system to define, protect and promote human rights.
Activity B	<p>Explore what students know about human rights abuses during World War II. How do they know about events during this war?</p> <p>What sort of abuses occurred? (Guide students to think about these in terms of their dictagloss activity).</p>
Student - Teacher discussion	<p><b>Why are human rights important?</b></p> <p>The importance of recognising :</p> <ul style="list-style-type: none"><li>each person's dignity (explore the notion of dignity)</li><li>each person's freedom of thought, movement and ideas</li><li>the value of mutual respect</li><li>each person's uniqueness as well as providing a sense of common humanity</li><li>the need to work together as part of a community</li><li>the need to balance personal rights and the rights of others</li><li>social values that are linked to human rights.</li></ul> <p>Explore events that have occurred which have involved a focus on human rights which students may be aware of, for example,</p> <ul style="list-style-type: none"><li>the Apartheid system in South Africa</li><li>establishing a National Sorry Day in Australia.</li></ul> <p>A time line indicating with important dates from the history of human rights is available on the Australian Human Rights Commission's website at: <a href="http://www.humanrights.gov.au/info_for_students/essentials/timeline/index.html">www.humanrights.gov.au/info_for_students/essentials/timeline/index.html</a></p>

# Handout : Matching words and meanings

## Extension Activity

Review the words below and match the words with their correct meaning.

	Words		Meanings
a	Respect	1	A situation causing difficulty or annoyance.
b	Rights	2	An official announcement.
c	Bullying	3	Willingness to accept behaviour and beliefs which are different even though a person might not agree or approve of them.
d	Retaliate	4	An understanding that recognises the value of every person, and their entitlement to a set of fundamental human rights.
e	Racism	5	Any act involving a distinction, exclusion, or preference based on race, colour, descent or national or ethnic origin which impairs the recognition or enjoyment of any human right.
f	Declaration	6	Claims that are considered fair, acceptable and morally reasonable.
g	Dignity	7	To hurt someone or something because you feel that they have harmed you through something they said or an action.
h	Provoke	8	Confidence in one's own worth or abilities.
i	Hassle	9	Hurting or frightening others, usually to make them do something that they do not wish to do.
j	Self-respect	10	Cause a reaction, especially a negative one.

Definitions based on those found in Cambridge Advanced Learner's Dictionary.



Extension Activity  
Solution

Extension Activity

Home Learning

Answer key  
Matching words and meanings

Words	Meanings
Respect	Willingness to accept behaviour and beliefs which are different even though a person might not agree or approve of them.
Rights	Claims that are considered fair, acceptable and morally reasonable.
Bullying	Hurting or frightening others, usually to make them do something that they do not wish to do.
Retaliate	To hurt someone or something because you feel that they have harmed you through something they said or an action.
Racism	Any act involving a distinction, exclusion, or preference based on race, colour, descent or national or ethnic origin which impairs the recognition or enjoyment of any human right.
Declaration	An official announcement.
Dignity	An understanding that recognises the value of every person, and their entitlement to a set of fundamental human rights.
Provoke	Cause a reaction, especially a negative one.
Hassle	A situation causing difficulty or annoyance.
Self-respect	Confidence in one's own worth or abilities.

Students to write a sentence which demonstrates they understand the meaning using the words in the list.

Complete the task for Week 4 in the Home Learning Resource Book.  
Distribute cards for the Situation Case Study Activity (see Appendix 4).

Definitions based on those found in Cambridge Advanced Learner's Dictionary.

# Unit 5 Speaking up

## Unit Five: Speaking up

Unit Aims	<p>In this unit students will:</p> <ul style="list-style-type: none"> <li>● improve language development</li> <li>● explore student's own world in respect to issues covered</li> <li>● gain an understanding of complaint process through the Australian Human Rights Commission.</li> </ul>												
Key Themes	<ul style="list-style-type: none"> <li>● discrimination and its effects on the individual and society</li> <li>● the role of the Australian Human Rights Commission in addressing complaints</li> <li>● language proficiency</li> </ul>												
Language Functions	<ul style="list-style-type: none"> <li>● summarising key information</li> <li>● identifying key information</li> <li>● working with a dictionary</li> <li>● interpreting information</li> <li>● deducing information</li> </ul>												
Vocabulary	<table border="1"> <tr> <td>Faith (religious)</td> <td>Tattoos</td> <td>Handkerchief</td> </tr> <tr> <td>Rubbish (bin)</td> <td>Religious convictions</td> <td>Chinese New Year</td> </tr> <tr> <td>Scar</td> <td>Flag</td> <td>Racial vilification</td> </tr> <tr> <td>Formal complaint</td> <td>Sculptures</td> <td>Convict</td> </tr> </table>	Faith (religious)	Tattoos	Handkerchief	Rubbish (bin)	Religious convictions	Chinese New Year	Scar	Flag	Racial vilification	Formal complaint	Sculptures	Convict
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Rubbish (bin)	Religious convictions	Chinese New Year											
Scar	Flag	Racial vilification											
Formal complaint	Sculptures	Convict											
Grammar	<ul style="list-style-type: none"> <li>● To put up with</li> <li>● To brawl</li> <li>● To sort out</li> </ul>												
Resources	<ul style="list-style-type: none"> <li>● Evaluation handout</li> <li>● Project draft (check on progress)</li> <li>● Poster paper for activity 3</li> </ul>												
Home Learning Review	<p>Review tasks in student Home Learning Resource Books as students complete class activities. Check with individual students on progress with Culminating Event Project (<a href="#">Being Me: Knowing You - Human rights Awareness Event</a>).</p>												
Pre-reading activity	<p>Ask students to look at the picture and answer the following questions in class:</p> <ol style="list-style-type: none"> <li>Who is in the picture?</li> <li>Where are they?</li> <li>Why are they together?</li> <li>What do you think is going on?</li> <li>What do you they are talking about?</li> <li>What do you think is going to happen?</li> </ol>												



Activity 1

Dialogue:

Go through the following comprehension questions with the students as part of discussion:

- a. Who are the characters in this scenario?
- b. Where are they?
- c. What has happened?
- d. What are the results of these events?
- e. What do they intend to do about the problem?
- f. Do you agree with their intentions?

Activity 2

Human rights

Ask students to present their homework: Situation Case Study

Which human rights issues came up in the case studies they researched? Discuss these with the students, in particular any strategies for dealing with the discrimination and lessons learnt.

Activity 3



Human rights: Everyday

Ask students to think about the sorts of rules, behaviours, rights that are important to them in their own lives. The teacher leads this activity and asks students to think about each scenario in their life and their own understandings of their rights.

Use poster paper to make notes on each heading/scenario. These can be placed around the room for the second part of the activity.

Ask students to complete Worksheet 5.1: Rights in my world with their study buddies.

Teacher guide to possible student responses for Worksheet 5.1

- a. **Me and my own behaviour.**  
(What sort of rights do I have and do I respect?). Ask students to list at least five basic rights of each individual.  
Some model answers might include:
  - I have the right to be safe from racism
  - I respect the right for everyone to wear what they wish
- b. **Rights at school (classroom rules)**

Ask students to list at least five basic rights of each individual in the classroom. Some model answers might include:

- the right to speak
- the right to listen to what others say

# Unit 5 Speaking up continued

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- the right to feel safe
- the right to share in activities (have a turn in an activity, speak, etc.).

Ask students how these are expressed. Possible answers might include:

- by putting up your hand before you are asked to speak
- by not interrupting others when they are talking
- by taking turns in activities
- by not offending others and if you do, saying "sorry"
- by cleaning up messes when they occur
- by speaking quietly so that others can also work in the classroom
- by listening to others
- by helping others.

Continue with this discussion on various aspects of how respect is demonstrated in a student's personal world.

- c. My friends (how we like to behave as friends and how we demonstrate respect for this behaviour or attitude).

Example

We respect each other's right to wear (not to wear) a religious symbol by not denigrating the symbol.

- d. My family (house rules/behaviour) how we like to behave as members of a family group and how we demonstrate respect (expected family behaviour).

Example

We respect the elders in my family by offering food to them before the younger people in the family are served.

- e. My community (rules for engaging in events such as festivities, worship, work, sporting events, commemorations etc. and how these demonstrate respect towards a certain individual/ group).

Example

In our culture we respect children (mothers/teachers etc.) Through celebrations such as Children's Day/ Mother's Day/ Teacher's Day.

- f. My country (rules for engaging in society and how these demonstrate respect towards a certain individual/group/behaviour/belief etc.).

Example

As a country we respect individuals' rights to follow the faith of our choice and we have anti discrimination laws to uphold these rights.

- g. My world (rules for engaging with people of different societies, ethnicities etc.).

Activity 4

Human rights: Everywhere

Ask students to think about the importance of the existence of rights in their world for themselves and for others around them.

Possible answers might include language such as:

- respect
- responsibility
- self-esteem
- dignity
- empathy
- belonging

Students are to come up to the board to write their responses (key words).

Students should complete [Worksheet 5.2: The importance of rights in my world](#).

Activity 5

Human rights: Everyone

Working in their groups, ask students to imagine they were responsible for drafting a Declaration of Human Rights and which rights they would include? for example, the right to education.

Students should complete [Worksheet 5.3: My personal declaration of human rights](#).

Activity 6

Planning the project

Work with students on their project. Monitor progress and provide an opportunity for students to ask questions as a group or individually in preparation for the presentation of the projects.

Concluding the program

Congratulate the students on their work and progress.

Ask students to complete the [Program Evaluation](#) (see Handout [Evaluating Being Me: Knowing You](#)). Take this up for your review of the program.

You may wish to discuss student responses and the differences at the beginning and end of the program.

1. Why the differences, if any?
2. What are three things they know about their rights that they didn't know before?
3. What do they know about how human rights work that they didn't know before?
4. What do they know about discrimination after working with this resource?
5. To what extent do students feel confident about being equipped to deal with discrimination after working with this resource?
6. How do students feel that they are more aware of their own behaviour?
7. What do they feel are the effects of working with their family on this resource?
8. What else would they need to know about discrimination and human rights?

# Evaluation of Being Me : Knowing You



After studying this unit I feel ...	Definitely	Not sure	Not really	Comments
a. I have learnt about the importance of human rights				
b. it is important to learn about discrimination				
c. I have learnt about how I have/may be discriminated against				
d. confident I know lots of strategies should I encounter any discrimination				
e. I have discriminated against someone because of something different about them				
f. I don't discriminate				
g. I did not learn anything about discrimination				
h. I am interested in learning more about this topic				
i. the family discussions as part of the homework were helpful				

Three things I did not know about human rights and the effect of discrimination that I know now but did not know before I started this unit are:

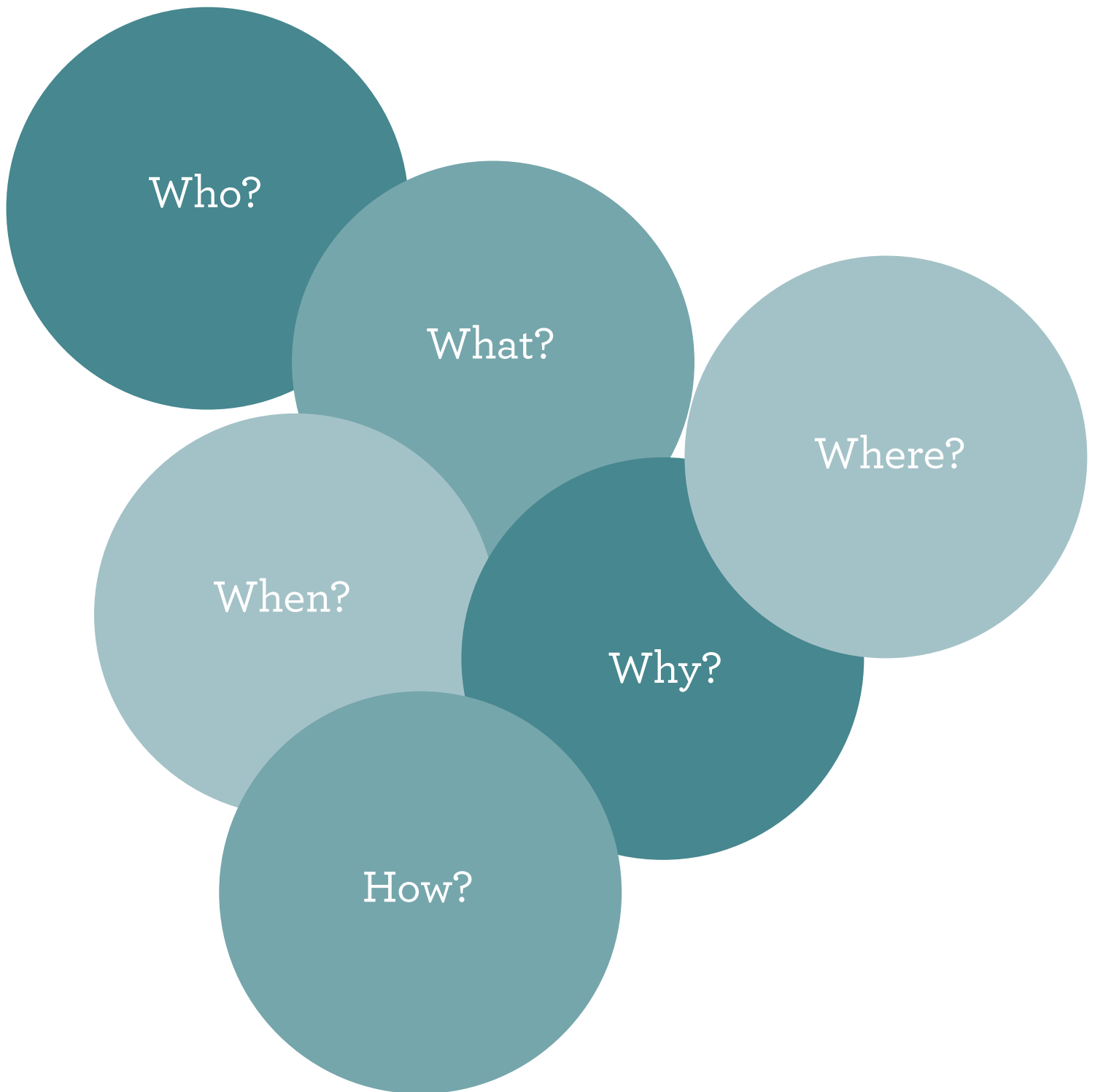

Any other comments?


# Appendices Teacher's Manual

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# Appendix 1 Six Critical Thinking Friends

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# Appendix 2 Parent Letter

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Dear Parent

We are writing to let you know that as part of the school curriculum program we will be starting a new topic: Human rights and the effect of discrimination on these rights. The materials have been especially written for community language school through a partnership project between the Australian Human Rights Commission and Community Languages Australia.

The focus will be on language learning as well as learning about topic issues.

Students will be required to do some home learning as part of this resource. We would like you to assist with this. Ensure that the home learning tasks are done each week in the Home Learning Resource Book and that this book is returned to class ready for the next lesson.

Take time to work through the activities with your child. The activities are designed to be worked on together to assist in discussing this important topic and provide your child with a chance to practice language learnt.

Students will undertake a project as part of this resource. They will be asked to present a creative piece (such as a poster, poem or story) that represents the themes they have explored in through this resource.

The School will hold a special event for families to come and be a part of the project presentations. The event will be an acknowledgement of the wonderful work and effort of the students as well as a celebration of the school community and the spirit of tolerance and respect it demonstrates as a socially responsible institution.

The **Being Me: Knowing You - Rights Awareness Event** will take place on \_\_\_\_\_ at \_\_\_\_\_ . You are invited to be a part of this special school event.

A Parent Guide has been included with information on the resource and human rights. Please take some time to read it.

If you have any questions please contact: \_\_\_\_\_

We look forward to seeing you at the **Being Me: Knowing You - Rights Awareness Event** at our school.

Regards,

Signature

# Appendix 3 Situation Case Study Cards

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## Case Study A:

Isik and his friends feel they are constantly teased about the food they eat, their clothes, their prayer activities, fasting etc. They decide to form a gang and will not talk to or work with anyone outside of their own ethnic and religious group at school. They get into constant trouble about their increasing aggressive attitude in school. Tension between them and other students in the school grows as they tease each other and call each other names. After a few months, a fight breaks out between the two groups. A student is hurt and taken to hospital.

## Case Study B:

Mohamed and Salwa hate going to school because they are teased and no one will include them in activities because they are Muslim. Salwa is constantly teased about her hijab and Mohamed doesn't want to go to school anymore. They do not tell their parents as they do not want to worry them.

## Case study C:

Tina is 14 years old and is partially blind. She is always ostracised from the activities of the other children. She is a good singer and piano player but she is very shy and does not tell anyone at school that she would like to perform in the school concert. She feels she will be laughed at or treated as a token student. She does not say anything at home. Tina is starting to complain of headaches and her mother is worried about the number of days she is missing school.



# Appendix 4

## The Universal Declaration of Human Rights and other human rights instruments

### The Universal Declaration of Human Rights and other human rights instruments

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.

The Universal 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'.

Those who drafted the Declaration had very much in mind the extreme human rights violations that had been perpetrated during World War II and the preceding years. The United Nations was all about promoting a better world through international co-operation, including in the field of human rights. In adopting the Declaration, the United Nations emphasised the inherent dignity of every person and that recognition of human rights was the basis for freedom, justice and peace. It called on governments and individuals to promote respect for human rights through education and government policies.

The Universal Declaration is a powerful and eloquent statement, setting standards that provide a framework for human rights supporters to call human rights violators to account. In its own words, it is

'... a common standard of achievement for all peoples and all nations ...'

The rights set out in the Universal Declaration cover not only civil and political rights, which protect individuals from government abuse of power, but also economic, social and cultural rights, which are the basis for adequate standards of living that will ensure human dignity.

The rights in the Declaration include:

- the right to life, liberty and personal security
- freedom from torture and degrading treatment
- the right to equality before the law
- the right to a fair trial
- the right to privacy
- freedom of belief and religion
- freedom of opinion
- freedom of peaceful assembly and association
- the right to participate in government
- the right to social security
- the right to work
- the right to adequate standards of living
- the right to education

You can access the full-text of the Universal Declaration of Human Rights online at: [www.unhcr.ch/udhr](http://www.unhcr.ch/udhr)

# Appendix 4

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Universal Declaration of Human Rights online at:  
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The existence of the Universal Declaration by itself does not mean that human rights violations do not continue to occur. Some countries are ruled by dictatorships, people are tortured and killed and there is discrimination and vilification. Some individuals are victims of poverty, unemployment, ill health and lack of educational opportunity. Nevertheless there has been much progress since 1948. There is widespread recognition of what human rights are, due largely to the existence of the Universal Declaration and other United Nations human rights standards.

The Universal Declaration has great moral force and standing and the standards it sets out have come to be the basis for much of the development of human rights law that has followed. Over the past 50 years, many other more detailed human rights standards have been developed by governments within the United Nations framework. Some of these standards are legally binding on the governments that agree to them.

International human rights standards that are legally binding are in the form of agreements between different countries of the world. These agreements, or 'treaties', are worked out by representatives of governments sitting down together at the United Nations to discuss ideas and wording that all can agree on. Human rights treaties are usually called 'conventions' or 'covenants'. The 'legally binding' nature of them does not mean they cannot be contravened, (all laws can be broken), but it means that an undertaking has been entered into that acknowledges the treaties at a level that will allow independent examination and potential intervention (by the UN) should the treaty be broken by one country or another.

So, what does it mean to say a treaty is 'legally binding'? International law does not have the same power of compulsion as does the domestic law within a country: there are no police forces and no courts with a general jurisdiction over human rights. It is very much up to the country concerned as to whether or not it will stay within international law and, inevitably, there are many cases where countries choose to step outside the law.

But the system of international law is not as weak as this may sound. When countries ratify a treaty, they take on a solemn obligation to observe the provisions of that treaty. In the case of major human rights treaties, the obligations include regular reporting to and scrutiny by, UN human rights bodies. Each country has an interest in maintaining a rule-based international system because they don't want others to break the rules. While there are no penal sanctions, most governments do not like to be exposed to international criticism for failing to observe human rights standards.

In Australia's case, there is usually a substantive review of legislation and practice before ratifying a human rights treaty, to ensure that Australian law complies with the treaty concerned (though these laws can always be changed).

You can read more about Australia's Human Rights Legislation at:  
[www.humanrights.gov.au/about\\_the\\_commission/legislation](http://www.humanrights.gov.au/about_the_commission/legislation)

In some cases, the ratification of a human rights treaty has been accompanied by the passage of specific legislation to give effect to the treaty. The Race Discrimination and Sex Discrimination Acts are examples. And there are at least two cases where Australian legislation has been altered to comply with international law.

After adopting the Universal Declaration, the United Nations went on to draft two major treaties which elaborated on the provisions of the Universal Declaration in a way that made them legally binding on countries that agreed to become parties to them. The two treaties were the International Covenant on Civil and Political Rights (known by the acronym 'ICCPR') and the International Covenant on Economic, Social and Cultural Rights (ICESCR). They were adopted by the General Assembly in 1966.

Other major human rights instruments include:

- the Convention on the Prevention and Punishment of the Crime of Genocide (adopted in 1948)
- the Convention relating to the Status of Refugees (1951) and its Protocol of 1967
- the International Convention on the Elimination of All Forms of Racial Discrimination (known by the acronym CERD, adopted 1965)
- the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979)
- the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT, 1984)
- the Convention on the Rights of the Child (CROC, 1989)
- Convention 169 of the International Labour Organisation concerning Indigenous and Tribal Peoples in Independent Countries (1989)
- the Declaration on the Rights of Disabled Persons (1975)
- the Declaration on the Right to Development (1986)
- the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)
- the Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief (1981).

# Appendix 4

## The Universal Declaration of Human Rights and other human rights instruments

In accepting international human rights standards, governments agree to ensure that the people living within their boundaries are able to access and enforce the rights set out in the instrument concerned. International human rights instruments provide the Australian community with standards by which it can measure equality and fairness.

If a country chooses to sign and 'become party' to a human rights treaty, that country must ensure that its domestic legislation complies with the treaty's provisions. If it fails to comply with the terms of the treaty, that country will be in breach of international law. In Australia, signing a treaty does not automatically make the human rights it contains part of our domestic law. Further steps must be taken to give the treaty legal force in Australia. This involves passing appropriate domestic legislation through the Australian Parliament.

A large number of nations of the world have accepted the major human rights treaties and committed themselves to the provisions they set out. This underscores the universality of human rights principles. Taken together, this great body of standards represents the aspirations of the people of the world for justice, higher standards of moral behaviour and the elimination of suffering. It has achieved this through a process of consultation and negotiation, which has synthesised ideas coming from all of the world's cultures, religions and political and legal systems.

The implementation of international human rights law is for the long term. Much remains to be done to achieve the UN Charter's goal of 'better standards of life in larger freedom'. Documents and laws on their own cannot ensure the achievement of human rights objectives. They must be supported by education, vigorous debate and active effort on the part of individuals, communities, organisations and governments.



You can access further information about the work of the United Nations via their website at: [www.un.org/](http://www.un.org/)

Excerpt taken from: Youth Challenge: Teaching Human Rights and Responsibilities: A Human Rights Education Resource for Teachers, Human Rights and Equal Opportunity Commission, 2007.

# Notes



# 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*



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