



- Part 1  
• Identity and belonging
- Part 2  
• Stereotypes and perspectives
- Part 3  
• Cooperation and citizenship

# Doing Difference Differently

A Resource Book for Teachers

Together for Humanity





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# Acknowledgements

**Doing Difference** Differently

1<sup>st</sup> Edition

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## Preface

**Together for Humanity** is an Australian multi-faith organisation that counters prejudice by providing positive experiences of diversity. Our school programs are conducted by teams of skilled and diverse (mainly Muslim, Christian, Jewish and Indigenous) facilitators.

Leading by example the teams help students learn how to deal with difference, appreciate shared values, develop mutual respect for, and empathy with, people who might be excluded and work together for the common good.

This resource has been compiled by experienced **Together for Humanity** educators. The activities are intended to enrich the experience of our school programs—exploring identity and belonging, stereotypes and perspectives and cooperation and citizenship. They are designed to provide thoughtful and enjoyable learning experiences for upper primary school students.

Thank you for your support and your willingness to inspire our children to work together, for humanity.

The **Together for Humanity** team





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# Overview

**Doing Difference** Differently provides upper primary school teachers with practical activities to use in their classrooms.

This resource is divided into three sections:

- Identity and belonging
- Stereotypes and perspectives
- Cooperation and citizenship.

Each of the sections has an index page, teaching and learning activities and resource sheets. The resource sheets may be copied for classroom use.

## Key Learning Area focus

Teaching and learning activities in this resource have been designed to enhance student understanding of key concepts and skills within:

- Human Society and its Environment (HSIE); and
- Personal Development, Health and Physical Education (PDHPE).

In this edition of the resource, explicit links have been made to New South Wales syllabus documents. These links are listed in each of the three sections of this resource.

These materials also provide opportunities for the development of literacy and ICT skills through links to

indicators in State syllabuses have not been specifically identified.

## Assessment

The activities in this resource are intended to supplement classroom programs and can contribute to the demonstration of outcomes or the achievement of the essential learnings listed in each section. There are no discrete assessment tasks within the resource and any one activity would not, on its own, provide enough information for teachers to make decisions about students' demonstrations of outcomes/essential learnings.

# Part 1

## Identity and belonging



# Index

## Identity and belonging

### Curriculum links:

#### Human Society and Environment (HSE)

HSE Outcomes (NSW)

CUS 3.3 Identities



Describes different cultural influences and their contribution to Australian identities

- demonstrates an understanding of different viewpoints about what is an Australian identity and gives their own impressions and point of view
- identifies origins of place names and other words and expressions used in everyday language and experiences

#### Personal Development, Health and Physical Education (PDHPE)

PDHPE Outcomes (NSW)

##### Skills

DMS 3.2 Decision making



Makes informed decisions and accepts responsibility for consequences

- modifies rules or procedures to maximise participation of all members of a group
- chooses an appropriate way to respond to peer influence

##### Knowledge and Understanding

GDS 3.9 Growth and development



Explains and demonstrates strategies for dealing with life changes

- recognises a wide range of influences on personal identity

## Teaching and learning activities:

1. Using stories to connect with values
2. Australian voices
3. Exploring features of culture
4. Values and identity
5. Multiple identities
6. What's in a name?

## Resource sheets:

- 1.1 Why Bat hangs upside down story
- 1.2 Why Bat hangs upside down worksheet
- 1.3 The Eagle and the Farmer story
- 1.4 The Eagle and the Farmer worksheet
- 1.5 How Beetle got her colours story
- 1.6 How Beetle got her colours worksheet
- 1.7 Narrative map
- 1.8 Yenenesh's story
- 1.9 Story retrieval chart
- 1.10 Iceberg image
- 1.11 Features of culture
- 1.12 Iceberg culture (2 pages)
- 1.13 Ranking values
- 1.14 Identities sun

# Teaching and learning activities

## Identity and belonging

### 1

#### 1. Using stories to connect with values

Students are introduced to ideas about identity and belonging through storytelling.

##### Background

Stories have been used to share knowledge and teach values to young and old for thousands of years. They have the power to engage our hearts and minds by connecting our experiences with those of others. We probably all have favourite stories told through books and film but the earliest stories were told orally. Using oral storytelling in the classroom can be an effective way to engage children's imagination and address ethical issues.

Storytelling is an important part of **Together for Humanity** programs. Presenters tell stories and encourage participants to share stories. The stories told are from diverse cultural and religious traditions—including fables, parables, folk tales, myths and legends.

Each of the three stories used in this activity has a focus on identity and belonging. All are reproduced courtesy of Donna Jacobs Sife from her CD *Living in Harmony*. If you would like to play the stories to the students, rather than learn and tell them, you can purchase a copy of the CD from Donna's website. (See resource list at the end of this section for details.)

##### Preparation

- Storytelling is more about expressing your understanding of the story than getting the story right so avoid memorising the text of the story you want to tell. Choose a story, read it, write down the main events in the story and then try telling them in your own words as succinctly as you can. When you are confident with the sequence of events you can add some description to make the story come to life. Then practise out loud to yourself. Time yourself and keep your story under three minutes.

##### Procedure

- Tell (or play) the story to students. If telling the story, speak slowly and clearly, make eye contact with the students, use your voice and face expressively and use pauses to create effect.
- The stories provide many opportunities for the exploration of identity and belonging. Some possible activities (with supporting worksheets) are provided below.

**Story:** Why Bat hangs upside down (See Resource 1.1)

**Suggested activity:** Invite students to imagine that they are a monkey and they heard Zebra talking to Bat. Ask students to think about what they could say to Zebra to change his mind. Provide students with a copy of Resource 1.2 to record the conversation they could have. Invite students to share and discuss their ideas.

**Story:** The Eagle and the Farmer (See Resource 1.3)

**Suggested activity:** Invite students to consider how this story links with real life situations by completing Resource 1.4.

**Story:** How Beetle got her colours (See Resource 1.5)

**Suggested activity:** Invite students to reflect on the story and on what they might do in a similar situation by completing Resource 1.6.

##### For any of the stories

- Use the stories to discuss the elements of a narrative. Using Resource 1.7 students can create a written or visual map of the story.
- Invite students to retell the stories using puppets.
- » For great illustrated instructions for making paper bag animal puppets go to: <http://www.enchantedlearning.com/crafts/puppets/paperbag/>

## 2

### 2. Australian voices

Students read and discuss the personal stories of Australians from diverse backgrounds.

#### Background

The individuals who recount their experiences in *Voices of Australia*, tell stories of hope and anguish as they seek to find their place in Australia. Their voices represent diverse social, ethnic and religious identities. 'Yenenesh's story' describes what it is like for her to be a refugee unable to speak English. The story also shows the way her religious beliefs guide the way she chooses to live her life.

#### Preparation

- Download a pdf of *Voices of Australia* magazine available at [http://www.humanrights.gov.au/racial\\_discrimination/voices/](http://www.humanrights.gov.au/racial_discrimination/voices/). (Check your library for a print copy. Copies were available free of charge from the Publications Officer, Human Rights Commission. The CD ROM available with the publication provides oral stories connected to the text, that could also be used in place of, or to supplement the stories in, the publication. These audio files are also available at the above webpage.) The stories range in length and complexity making it possible to select stories that are appropriate for the different reading levels of students.
- Yenenesh's story can be accessed on page 62 of the *Voices of Australia* magazine. Prior to reading Yenenesh's story (reprinted in Resource 1.8) access these electronic resources to assist students' understanding. If you have access to a data projector or electronic whiteboard show the resources when questions about them arise.

» Map of Africa

<http://www.umass.edu/gso/agasa/ClickMapDetails.htm>

» Ethiopian food

<http://www.sbs.com.au/food/cuisineindex/RecipeByCuisineMain/377>

» Krastev Award

<http://www.nanou.com.au/MWLG/IKAward.html>

#### Procedure

- Provide students with Yenenesh's story (Resource 1.8). Invite students to read the story through independently and highlight words that they don't understand.
- Read the story to the students. Re-read the story to students again slowly, inviting them to raise their hands at words they have highlighted. Explain/discuss the meaning of the word.
- Invite students, working in pairs, to list any questions they have about the text, then compile a class list of the questions. Questions that may arise are listed in the box below.

- Where is Ethiopia and Kenya?
- Why did she leave her country?
- How did she end up in Australia?
- What language did she speak when she arrived in Australia?
- What is her religion?
- What does "your capital will be your spices" mean?
- Is she Australian now?
- Does she feel Australian yet?
- What is Ethiopian food like?
- Why did she open a café?
- Why does she work so hard to help other people when she is struggling herself?

- Working together as a class, invite students to categorise the questions using the following codes:

* Type of question	Code
Questions that are answered in the text	A
Questions that are answered from someone's background knowledge	BK
Questions whose answers can be inferred from the text	I
Questions that are answered by further discussion	D
Questions that require further research to be answered	RS
Questions that signal confusion	C

\* Question codes from: Harvey, S. and Goudvis, A. (2007) *Strategies that Work*, Stenhouse Publishers, Maine, USA

- Discuss student questions with the class. Use the online resources listed in the Preparation section to answer some of the questions. Explore student ideas about questions that can't be answered by asking students for reasons for their responses. (Some of these might lead to further research.)
- Invite students to write responses to these questions in their journals: *How would you think or feel about moving to a new place where you couldn't speak the language? What could you learn from Yenenesh's experience?*

### Extension

Select stories from *Voices of Australia* magazine (or invite students to select stories) and provide groups of 2-3 with a different story. Groups could repeat the process they used to explore Yenenesh's story and record their findings on the Story retrieval chart (Resource 1.9). Students could report their findings back to the whole class.

## 3

### 3. Exploring features of culture

Students classify visible and invisible aspects of culture and consider how one can influence the other.

#### Procedure

- Ask students what they know about the size and shape of icebergs. (Only about one-eighth of an iceberg is above the water—the rest is below.) Show students the Iceberg image (Resource 1.10). Suggest that culture is similar to icebergs in this regard—the visible part of culture is only a small part of the whole.
- Provide pairs of students with a copy of Features of culture (Resource 1.11). Invite students to think of an example for each feature. (Do the first few as a whole group to make sure students understand the task and what is meant by each of the features.)
- Facilitate a class discussion about their responses.
- Provide pairs with an A3 copy of the Iceberg culture (Resource 1.12). Invite pairs to review the features of culture one by one and decide which ones belong above the line (are visible) and which belong below the line (are invisible). Students could either write the number of each feature or cut and paste each feature above or below the water line.
- Invite pairs to join with another pair and compare their placement of features. Encourage students to support their placement with a reason. (Note: the numbers that will typically belong below the water line are 1, 3, 6-7, 9, 11, 14-15, 17-20.)
- Finally, invite students to consider how any features below the water line might influence features above the line. (For example, religious beliefs might influence holidays.) Reflect on these ideas in a class discussion.

## 4

**4. Values and identity**

Students rank the importance of personal values.

**Procedure**

- Invite students to read the list of fifteen values on Resource 1.13 and choose the ten values that are most important to them and write their numbers (in any order) in Table A.
- Then tell students that they can only keep five of those values and ask students to write them in Table B.
- Now tell students that they can only keep two of those values and ask students to write them in Table C.
- Facilitate a discussion about how they felt about giving up some of their chosen values.

## 5

**5. Multiple identities**

Students explore their own multiple identities.

**Preparation**

- Using Resource 1.14 create a graphic of the multiple identities of yourself, some else known to students or a character from a story. In the centre place an image of the person. In the rays write words that describe the multiple identities of the chosen person. For example, you see yourself as a mother and teacher (roles), netballer and Catholic (membership of groups—activities or beliefs) and Australian and Italian (where we live/cultural background).

**Procedure**

- Show students the example you have prepared and discuss the idea that we all have multiple identities influenced by the groups we belong to, the things we believe, the languages we speak, the roles we undertake, our cultural or religious heritage, where we were born or the place we live.
- Discuss how it is possible to have multiple identities. Invite students to think about theirs and record it on Resource 1.14.

## 6

## 6. What's in a name?

Students explore the origins of their names.

## Procedure

- Ask students to ask their parents/carers: *Why they were given the name they have?* (Were they named after someone special, given their name because their parents liked it or given a name made up for them?) and *What does their given name mean?*
- Invite students to use <http://www.behindthename.com/> to find the origin and meaning of their own name.
- Invite students to create a name plate with their given name on it. Encourage students to decorate it with things about themselves including a reference to the meaning of their name and origin.

## Sources:

Calder, M. and Smith, R. (1991) *A Better World For All*, Australian International Development Assistance Bureau (AIDAB) [Now known as AusAID]

## Arabic loan words in English

[http://en.wikipedia.org/wiki/List\\_of\\_Arabic\\_loanwords\\_in\\_English](http://en.wikipedia.org/wiki/List_of_Arabic_loanwords_in_English)

## Extension

Explore the origin of place names and/or words in common usage that come from a range of languages. For example:

## Waltjapiri words

(There were over 500 Aboriginal languages before the English occupation of Australia)

barramundi  
budgerigar  
gibber  
koala  
waratah  
wombat  
yabby

## Indian words

(There are hundreds of Indian languages. Major ones include: Hindi, Gujarati, Bengali, Punjabi and Tamil)

bungalow  
catamaran  
chutney  
pyjamas  
shampoo  
veranda  
yoga

## French words

(The French-Normans went to Britain in 1066 and French became the official language for 300 years)

artist  
blonde  
consequence  
cooperative  
justice  
nature  
poverty

## Arabic words

During the middle ages, Arabic cultures influenced European science, mathematics and philosophy)

admiral  
algebra  
apricot  
chemistry  
coffee  
magazine  
zenith



## Why Bat hangs upside down

Long ago, when the world was new, all the creatures got together and decided that they would go out and explore the Earth's wondrous places and look for a place to call home.

So all the creatures went out and at first, all the animals decided to live together in one place, and all the birds decided to live together in another place.

To celebrate their new home the animals decided to have a party. Word went out that the animals would all gather that evening in a nearby clearing. When Bat heard about the party he was very excited. He got busy brushing his fur and shining his wings. When he finally arrived, Bat fluttered to the branch of a nearby tree and looked down at the clearing. All the animals were having a good time!

There were all sorts of tasty foods and sweet drinks laid out for everyone. The animals were making their own music. Some were playing drums and reeds, roaring, barking, bellowing, howling and trumpeting—everyone singing. They were dancing in a line and stamping their feet. The place was hopping! Bat shivered with anticipation and fluttered down to the entrance where Zebra stood guard.

"Evening Zebra," Bat squeaked. "Fine night for a party!"

"Stop right there, Bat!" neighed Zebra. "Where do you think you're going?"

"W-w-well to the animals' party..." stammered Bat.

"Oh no you don't! This party is ONLY for animals and YOU are NOT an animal!"

"Oh, but I am!" insisted Bat. "See, I've got fur and teeth—only animals have that."

"And you've got wings! Only birds have wings. Now get out of here before I stomp on you!" Zebra raised his hoof and Bat quickly fluttered out of the way, back up to the tree.

He sadly watched the animals feasting and singing and dancing. As he watched tears

began to run down his fur, all the way to his feet. And Bat began to slip this way and that... until he slipped all the way around and hung upside down. Bat was too sad to care. He just stayed upside down and his tears fell to the ground.

When the birds heard about the animals' party, they thought it sounded like a great idea. They decided to have a party of their own. When word went out that all the birds would gather that night in a nearby clearing, Bat thought, "Now's my chance to have some fun!" He spiffed himself up, buffed up his feet—he was ready!

He fluttered over to the clearing and landed in a nearby tree. The party was already in full swing. There were tables of wonderful seeds and berries and big seashells filled with sweet nectars to drink. The best singers of the bird kingdom were hooting, cawing, whistling, warbling and crooning away. The long legged birds were high stepping with the smaller birds dancing between their legs. Everyone was shaking their wings so there were feathers flying everywhere.

Bat couldn't wait to get in. He fluttered down to the entrance where Vulture stood guard.

"Evening Vulture," Bat said nonchalantly as he hurried inside.

"Stop right there, Bat! You can't go in there!"

Why not? It's the birds' party and I'm a BIRD! See, I've got wings—one, two, one on each side!"

"You also have dark fuzzy fur and sharp little fangs," hissed Vulture. "Birds have feathers and beaks—not fur and teeth. Now get out of here before I peck you!"

Bat barely missed being pecked by Vulture as he quickly fluttered back up to the tree.

Bat was still trembling as he sadly watched the birds feasting and singing and dancing. The tears began to run down his fur, all the way to his feet. Bat began to slip this way... and that way... until he slipped all the way around and... hung upside down. But Bat was too sad to care. He just stayed upside down and his tears fell down to the ground.

Ever since that day bats have always kept to themselves. They only go out late at night when most of the other creatures are asleep. And to this very day they still hang upside down so their tears will fall to the ground.

Source: Jacobs Sife, D. (2007) *Living in Harmony: Stories for Life* (CD)



A large, empty rectangular box with a purple border, intended for writing or drawing.

A large, empty rectangular box with a purple border, intended for writing or drawing.





## The Eagle and the Farmer

Once upon a time, while walking through the forest, a farmer found a young eagle. The farmer took it home and put it in the barnyard where it soon learned to eat chicken feed and to behave as chickens behave.

One day, as the farmer was feeding the chickens, a naturalist walked past the farm. As she looked around at the scenery she was shocked to notice an eagle in a barnyard. She called out to the farmer.

"Excuse me, why is this eagle, the king of all birds, stuck in a barnyard with all these chickens? It's not right!"

"Since I have given it chicken feed and trained it to be a chicken, it has never learned

to fly," replied the farmer. "It behaves as chickens behave, so it is no longer an eagle, it's a chicken now." The farmer turned around to go back to work.

"Still," insisted the naturalist, "it has the heart of an eagle and can surely be taught to fly. Let's test it and find out whether this is possible," suggested the naturalist. The farmer agreed.

Gently the naturalist took the eagle in his arms and said, "You belong to the sky and not to the earth. Stretch forth your wings and fly." The eagle, however, was confused—he did not know who he was, and seeing the chickens eating their food, he jumped down to be with them again.

Undismayed the naturalist took the eagle, on the following day, up on the roof of the house, and urged it again, saying, "You are an eagle. Stretch forth your wings and fly." But the eagle was afraid of its unknown self and the world and jumped down once more for the chicken feed.

On the third day the naturalist rose early and took the eagle out of the barnyard to a high mountain. There, she held the king of birds high above her and encouraged it again, saying, "You are an eagle. You belong to the sky as well as to the earth. Stretch forth your wings now, and fly."

The eagle looked around, back towards the barnyard and up to the sky. Still it did not fly. Then the naturalist lifted the eagle straight towards the sun and it happened that the eagle began to tremble, slowly it stretched out its wings. At last, with a triumphant cry, it soared away into the heavens.

# The Eagle and the Farmer

Discuss these ideas with a partner and write a response for each.

Text from the story

How is this like 'real life'?

The eagle learned to eat chicken feed and behave as chickens behave.

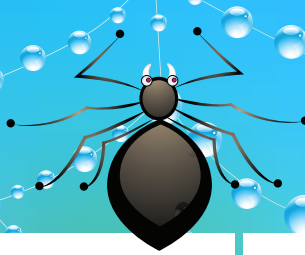
Gently the naturalist took the eagle in his arms and said, "You belong to the sky and not to the earth. Stretch forth your wings and fly."

The eagle was afraid of his unknown self and the world and jumped down once more for the chicken feed.

At last with a triumphant cry the eagle soared away into the heavens.

Do you think the story teller is saying that eagles are better than chickens? Explain.

What do you think the message of this story is?



# How Beetle got her colours

Long ago, in the Amazon rainforest, the beetle was just plain brown. In this same forest there lived a rat that used to tease the small animals and insects that lived there. Best of all she liked to torment the beetle. Rat had a gang of other small animals who followed her and laughed at her mean jokes. Spider was the only one who didn't laugh. She watched quietly from her web, feeling sad for beetle, and making sure that she didn't get involved.

One day Rat and her gang spied a little brown beetle coming down the path. "Well, what do we have here?" Rat said laughing. "I almost stepped on you, because I didn't even see you." Rat's gang laughed. Spider crept up her web, amongst the leaves, and stayed very still so that no-one would see her.

Now in that part of the rainforest there lived a wise and magical parrot that had been listening to rat's meanness for long enough. "Rat, you're always bragging and putting the little creatures down as if you were better than they were. Why don't we have a contest and settle things once and for all?" said Parrot. "Whoever wins will get to choose a new coat, of any colour or texture. I will choose the contest. You and Beetle shall race, from this tree, to the big tree at the centre of the forest."

Rat could hardly believe her ears. This would be so easy. She had big, strong legs and could move quickly, while the beetle could only creep along on her little, skinny legs.

Parrot gave the signal and the race began. Off went Rat. She turned and looked back.

"I don't even see that little bug."

She ran along, fantasising about how she was going to look in her new coat, and which colours she should choose. Whenever she looked back Beetle was nowhere in sight.

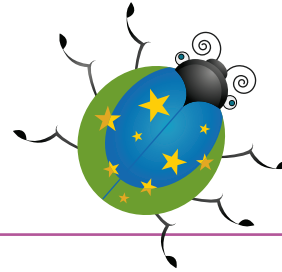
But when Rat reached the finish line there was B—eetle, sitting on the other side of the finish line.

"How'd you get here? How could you win, you plain little thing?" she shouted. "I flew," Beetle said quietly. "I didn't know you could fly," Rat said dumbfounded.

Parrot flew to a branch just above the ground. "There's a lot you don't know about Beetle, or any of the other animals that you tease, Rat," said Parrot. "You don't know, because you don't ask. You judge others by their appearance, and you don't get to know them. Even plain animals have powers that you don't know about." Rat went grumbling off into the forest. Spider crept out from under the leaves and listened carefully to Parrot. As for Beetle, she chose a coat of blue and gold and green, and she wears those colours to this day.

Source: Jacobs Sife, D. (2007) *Living in Harmony: Stories for Life* (CD)

# How Beetle got her colours



Who was the strongest character in the story?

Why do you think that?

What character is most like you?

If you had been in the forest, what would you have done?

What might stop you from doing what you'd really like to do?

What do you think are the three most important lessons in the story? Colour them in. Share your choices in a whole class discussion.

Treat others the way you want to be treated.

Get to know someone instead of judging them.

Help others without being asked—don't pretend you don't know.

Believe in yourself, no matter what others may say.

Be the best you can be.

Never take advantage of people who are smaller than you.

Always show respect to the people around you.

We are all responsible for each other.

Stand up for people that are being treated unfairly.

Everyone has a special gift.

Be a leader, not a follower.

Other...

# Narrative map

## Introduction

Who

Where

When

Problem

Solution



# Yenenesh's story

I come from Ethiopia, but was a refugee in Kenya for 14 years. When I arrived in Australia at the beginning of 1993, learning English was very hard. I was not an educated person in my country, so it was especially hard for me. There are lots of barriers if you can't speak English. If a woman goes to the doctor for example, she must use an interpreter and in some of our cultures we are embarrassed to explain personal things to an interpreter. That's why education is important to help people.

Opening my café was really a miracle for me. I didn't have any capital, but God and my children helped me. My sons bought me tables and chairs and one paid for the bond. They told me, "Mum, your capital will be the spices in your food, not cash." Now, I have a lot of Ethiopian customers, but I have Australian customers too. Different people come all the time. Most of the people really enjoy our traditional coffee and our chicken and they seem happy that different cultures are coming

to start up businesses in Australia. Everyone is very appreciative and always encouraging us. I like feeding people, because in my background we are a big family and we always have gatherings. I don't concentrate on the money and I don't think about profit. But I'm happy to see Ethiopians have a place to come and to bring their kids.

I received the *Irene Krastev Award* this year for my volunteer work with newly arrived refugee women. They gave me the award for helping people but I don't do the work for an award. I promised God that when I spoke English well enough to understand and to help people, then I will make sure I help people for the rest of my life, because I don't want people suffering the way I was suffering before I could understand English.

Source: *Voices of Australia* magazine, Human Rights and Equal Opportunities Commission, October 2005



# Story retrieval chart

Name of the person telling the story.

Country of origin.

Describe one negative experience they had.

How did they respond to the negative experience?

Describe one positive experience they had.

How did they respond to the positive experience?

What could you learn from this person?

Questions I still have about this person's history.



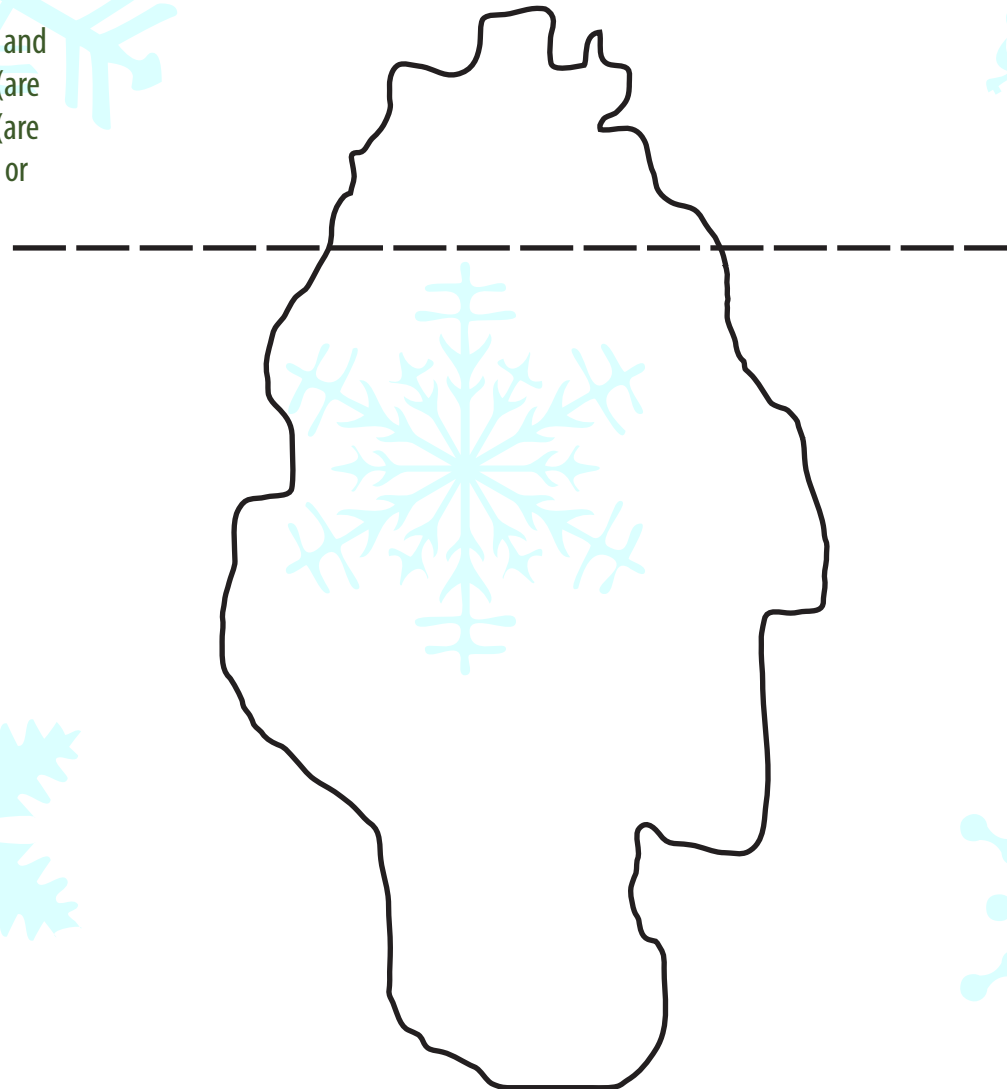
# Features of culture

For each feature write one example common to people in Australia.

Features of culture	Example
1. Rules of polite behaviour	
2. Holidays	
3. Beliefs about bringing up children	
4. Clothing styles	
5. Gestures that show you understand something	
6. Religious beliefs	
7. Ideas about beauty	
8. Foods	
9. Beliefs about the responsibilities of teenagers	
10. Celebrations	
11. Ideas about gender roles	
12. Ways of greeting people	
13. Religious rituals	
14. Attitudes to work	
15. Ideas about how to dress	
16. Music	
17. Attitudes towards elders	
18. Ideas about friendship	
19. The role of or ideas about family	
20. Ideas about fairness	

# Iceberg culture

Review the features of culture one by one and decide which ones belong above the line (are visible) and which belong below the line (are invisible). Place each feature either above or below the water line.



# Iceberg culture

- |  |                                       |
|--|---------------------------------------|
| 1. Rules of polite behaviour                       | 11. Ideas about gender roles          |
| 2. Holidays  | 12. Ways of greeting people           |
| 3. Beliefs about bringing up children              | 13. Religious rituals                 |
| 4. Clothing styles                                 | 14. Attitudes to work                 |
| 5. Gestures that show you understand something     | 15. Ideas about how to dress          |
| 6. Religious beliefs                               | 16. Music                             |
| 7. Ideas about beauty                              | 17. Attitudes towards elders          |
| 8. Foods   | 18. Ideas about friendship            |
| 9. Beliefs about the responsibilities of teenagers | 19. The role of or ideas about family |
| 10. Celebrations                                   | 20. Ideas about fairness              |



# Ranking values



## List of values

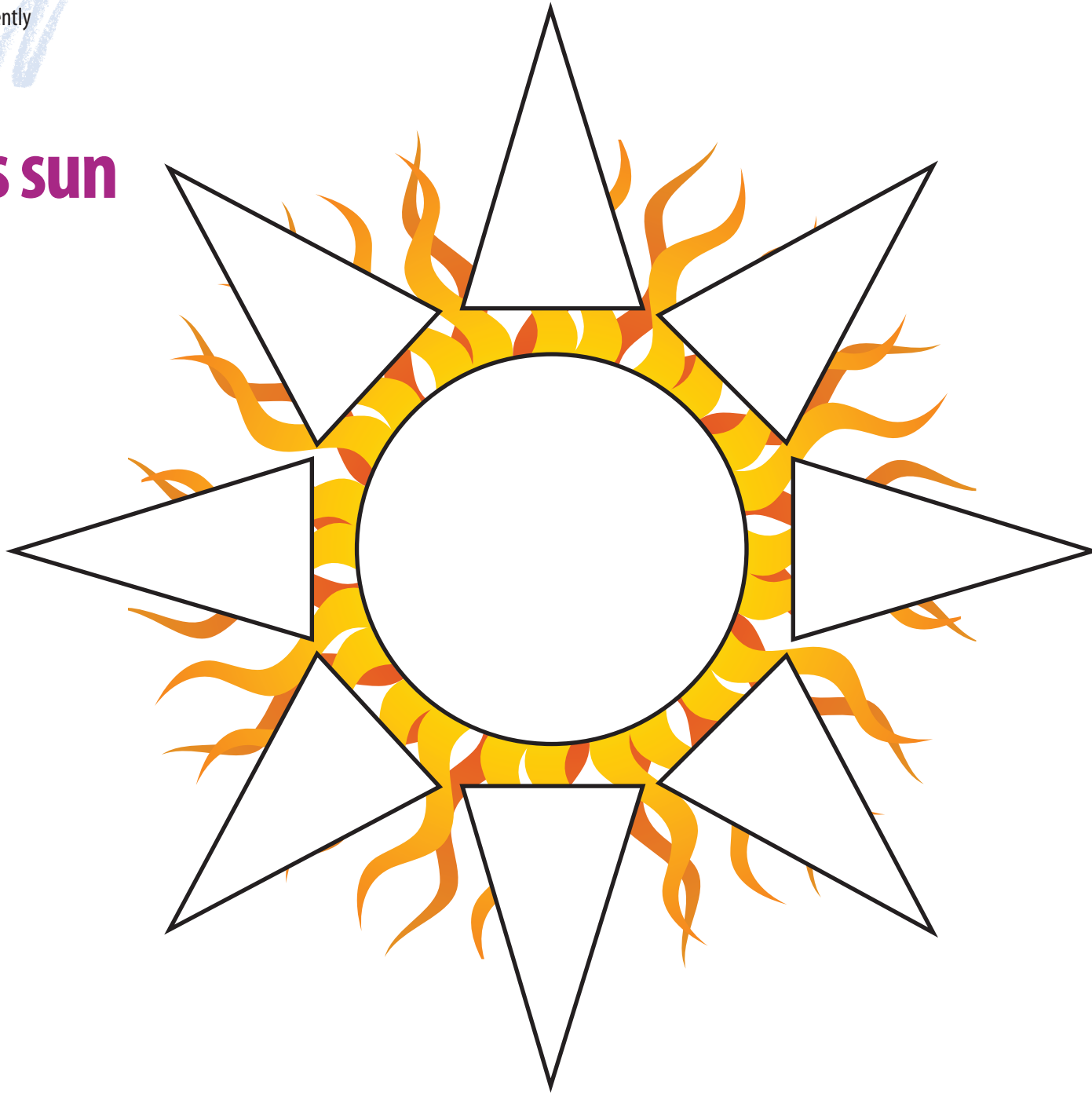
- |   |                                      |
|---|--------------------------------------|
| 1. Being healthy                                    | 9. Having lots of possessions        |
| 2. Looking good                                     | 10. Being a good friend              |
| 3. Being loved                                      | 11. Living according to my beliefs   |
| 4. Living according to the traditions of my culture | 12. Being physically strong          |
| 5. Making a lot of money                            | 13. Caring for people and our planet |
| 6. Having the respect of my peers                   | 14. Being popular                    |
| 7. Being courageous                                 | 15. Having the support of my family  |
| 8. Being intelligent                                |                                      |

## Table A


## Table B


## Table C


# Identities sun



## Part 2

# Stereotypes and perspectives



# Index

## Stereotypes and perspectives

### Curriculum links:

#### Human Society and Environment (HSIE)

HSIE Outcomes (NSW)

CUS 3.4 Cultural diversity



Examines how cultures change through interactions with other cultures and the environment

- recognises examples of stereotyping, sexism and racism

#### Personal Development, Health and Physical Education (PDHPE)

PDHPE Outcomes (NSW)

##### *Knowledge and Understanding*

GDS 3.9 Growth and development



Explains and demonstrates strategies for dealing with life changes

- identifies some language or actions that may constitute harassment

IRS 3.11 Interpersonal relationships



Describes roles and responsibilities in developing and maintaining positive relationships

- analyses the effects of actions that enhance or disrupt relationships

## Teaching and learning activities:

1. Conflicting narratives
2. Fair and foul language
3. What's your choice?
4. Examining Arab stereotypes
5. Which country am I?
6. What's the difference?
7. Challenging ideas about ability

## Resource sheets:

- 2.1 Sunnyside Courier
- 2.2 Greenstown Journal
- 2.3 Fighting fair and fighting foul
- 2.4 Sunnyside roles
- 2.5 Greenstown roles
- 2.6 Diamond ranking
- 2.7 List A and B
- 2.8 Disability opinion scale

## Teaching and learning activities

### Stereotypes and perspectives

#### 1

#### 1. Conflicting narratives

Students explore two versions of the same event.

##### Procedure

- Divide your class in half and provide one half with Resource 2.1 Sunnyside Courier and the other half with Resource 2.2 Greenstown Journal. Invite students to read the story. (Alternatively you might want to do this orally, with a support teacher, teacher aide, parent helper or performing arts teacher telling the story to half the students while you tell the other half.)
- Bring the whole class together to discuss the incident. Begin by asking students to describe what happened. It will soon become apparent that there are conflicting versions of the story.
- Ask students to name and discuss other examples where there may be two (or more) very different versions of events.
- Introduce Resource 2.3 Fighting Fair and fighting foul and discuss how these rules can assist communication.

##### Variation (role play)

- After each group has read their newspaper version of the event provide them with the matching roles sheets (Resource 2.4 Sunnyside roles or Resource 2.5 Greenstown roles. Students read the introduction and select six peers to 'play' the characters. (The characters will represent their community at a meeting.)
- In preparation for the meeting their group will help them prepare to talk about:
  - a. what happened;
  - b. how it felt when it happened;
  - c. why it happened; and
  - d. what is needed for resolution.

- At the meeting the six students (in role) from each group sit in a circle to talk about what happened. The remainder of the students (acting as observers) can sit around this group in a larger circle.
- Advise the students in role that there are two rules they need to follow during the meeting. These are:
  - a. no interrupting; and
  - b. no put downs.
- After a while students will begin to realise that they are not getting anywhere. At this point invite them to think about what other rules might help them communicate effectively. (See Resource 2.3 Fighting fair and fighting foul for some ideas to consider.)
- Resume the meeting with additional communication rules in place.
- Debrief by asking all students to join the larger circle and lead a discussion about the value of effective communication.

## 2

## 2. Fair and foul language

Students examine the nature of language used in a newspaper article.

### Procedure

- Provide students with a copy of either of the newspaper articles (Resource 2.1 Sunnyside Courier or Resource 2.2 Greenstown Journal used in the Conflicting narratives activity. Suggest that there are ways to communicate divergent points of view fairly.
- Read Resource 2.3 Fighting fair and fighting foul with the students.
- Invite them to go through the chosen newspaper text and underline any words that show people playing foul. (Display a copy of Resource 2.3 Fighting fair and fighting foul to assist students in this task.)
- Discuss language selections together.
- Invite students to rewrite one of the newspaper articles using fair language. Explain that they are not changing the perspective of the writer, just the language they use to express their point of view.
- Invite students to read their rewritten version of the event.

### Extension

Look out for and use real examples of texts that use helpful (fair) or unhelpful (foul) language to communicate a point of view.

- » For more information and resources about this approach go to the home page of the Conflict Resolution Network at <http://www.crnhq.org>.

## 3

## 3. What's your choice?

Students consider the consequences of choice.

### Preparation

- Locate 8–12 diverse images of a particular topic eg. food, fashion, movies or sports.

### Procedure

- Label each of the images with a letter (eg. A–J) and display (print or display using a data projector).
- Invite students to place the images in a rank order from most preferred to least preferred.
- Invite students to share their top three preferences with a partner and then with the class.
- Discuss with students:
  - a. the criteria they used to make their decision;
  - b. whether one criteria is 'right' and another is 'wrong';
  - c. what would happen if our school/community/country judged that some preferences were 'right' and others were 'wrong';
  - d. what would happen if our school/community/country judged that all preferences were okay.
- Invite students to consider how this process might be like real life. Ask for examples and consider the same questions again. In addition, ask students to consider whether there are some preferences that shouldn't be allowed—if so, what criteria should be used to make a judgement about them.

## 4

## 4. Examining Arab stereotypes

Students explore their preconceptions of people with an Arab heritage.

### Background

This activity grew out of concern about the increased name-calling and derogatory statements made by students about Arabs following the series of coordinated suicide attacks by Al Qaeda upon the United States on 11 September, 2001, including the attack on the *Twin Towers* of the World Trade Centre in New York.

### Preparation

- Using your web browser's image search function (such as *Google* images) locate and print or save colour pictures of nine diverse, famous people with an Arab heritage. For example:
  1. Dr Ahmed H. Zewail (1999 *Nobel* prize for Chemistry);
  2. Christa McAuliffe (teacher and 1986 *Challenger* astronaut);
  3. Shannon Elizabeth (actor of movies including *American Pie*);
  4. Marie Bashir (Governor of New South Wales 2001-present);
  5. Osama bin Laden (of Al Qaeda network);
  6. Selma Hayek (actor of movies including *Freida*);
  7. Shakira (pop music performer, singer and songwriter);
  8. Steve Bracks (Premier of Victoria 1999-2007); and
  9. Hazem El Masri (ex-NRL Bulldogs star player).
- Prepare a brief biography of each person including where they were born/where they live/ed and how they claim their Arab heritage (their parent's national heritage, eg. Egyptian, Lebanese).
- Label each of the nine images with a letter (A-I) and display.
- Invite students, working in pairs, to choose the person they thought was:
  - a. most likely an Arab and place the corresponding letter in the top row of a diamond diagram (See Resource 2.6 Diamond ranking);
  - b. least likely to be of Arab descent and place the corresponding letter in the bottom row;
  - c. unlikely to have an Arab heritage and place their letters in the fourth row;

- d. likely to have an Arab heritage and place their letters in the second row; and
  - e. neither likely or unlikely (people whose heritage the students were unsure of or didn't have an opinion about) and place their corresponding letters in the middle row of the diamond.
- When students have completed their diamonds, invite them to discuss their choices in a whole-class discussion.
  - After students have shared their decisions and reasons for them disclose to students that all of the people in the pictures are of Arab descent. Reveal the brief biographical details you noted earlier. (Students will be surprised.)
  - Debrief by facilitating a discussion about appearances, perceptions, stereotypes and making judgements. Invite students to reflect on their thinking and how this new knowledge may have changed their perceptions.

### Extension

Explore Arab stereotypes further by comparing how they are depicted in film. According to the American Arab Anti-discrimination Committee, films that portray negative stereotypes include: *Aladdin*, *Rules of Engagement*, *Father of the Bride II*, *True Lies* and *The Siege*. Films that cast Arabs in a positive light include *13<sup>th</sup> Warrior* and *Three Kings*. For more ideas go to: <http://www.adc.org/education/>.

Adapted with permission from: "Teaching for Social Justice and Peace: Examining Arab and Muslim Stereotypes in the Classroom" by Kathleen Gordon. Published in the *Social Educator*, January 2004, Social Education Association of Australia.

## 5

## 5. Which country am I?

Students use clues to decide which country is being described.

### Procedure

- Divide the class into four or more groups. Hand out List A (Resource 2.7 List A & B) to two groups and List B to two groups.
- Invite students to read the clues and identify the country described. If they are unsure, the groups may discuss guesses and suggest more than one country.
- Once suggestions are made and country names are recorded the groups can exchange lists and see if they can identify the country on the other list.
- After the groups have explained their choices, explain that the country described on both lists is India. (Students are generally able to identify India as the country described in List B but few identify India as the country described in List A.)
- Invite students to consider their preconceptions and discuss why these might occur. Discussion questions may include: *Why do we form particular images of countries? Where do our images of other countries come from? How are these images reinforced?*

» Sources for clues:

[http://news.bbc.co.uk/2/hi/south\\_asia/country\\_profiles/1154019.stm](http://news.bbc.co.uk/2/hi/south_asia/country_profiles/1154019.stm)

[http://www.unicef.org/infobycountry/india\\_statistics.html](http://www.unicef.org/infobycountry/india_statistics.html)

<http://www.nriol.com/info/amazingindia.asp>

Reproduced with permission from: Wildy, M. (2010) "Building Global Awareness", Global Education Centre, Adelaide from the original in Calder, M. and Smith, R. (1991) *A Better World for All—Student Activities*, Australian International Development Assistance Bureau, Canberra.

### Notes relating to the clues

**Full name:** Republic of India

**Population:** 1.2 billion (UN, 2008)

**Capital:** New Delhi

**Most populous city:** Mumbai (Bombay)

**Area:** 3.1 million sq km (excluding Indian administrated Kashmir—100,569 sq km)

**Major languages:** Hindi, English and at least 16 other official languages

**Major religions:** Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism

**Life expectancy:** 63 years (men), 66 years (women)

**Monetary unit:** 1 Indian Rupee = 100 paise

**Main exports:** agricultural products, textile goods, gems and jewellery, software services and technology, engineering goods, chemicals and leather products

**Gross National Income (GNI) per capita:** US \$950 (World Bank, 2007)

**Number of millionaires:** 123,000 (2007)

## 6

## 6. What's the difference?

Students explore similarities and differences about and between themselves.

### Procedure

- Invite students to consider what qualities or characteristics a person might have that would make them a victim of bullying. Brainstorm and write suggestions on the board. You may need to clarify that it doesn't really matter what the characteristics or qualities are, people are often victims of bullying because they are perceived as different.
- Play a game that tries to find the different ones in the class—looking for subsets that continually change within the group, for example: all those with the characteristic called out must stand up, and then sit down if they do not have the next characteristic. *Who has green eyes, throws with their left hand, likes strawberries, has one hand bigger than the other, brushes their teeth in the morning, has blonde hair?* etc. and then discuss who was different in this game... of course no-one is different, and everyone is.
- Watch the video of Andrew Johnson 13, on *Britain's Got Talent*, who admits to being bullied all his life and then sings, and surprises both audience and judges with his talent (<http://il.youtube.com/watch?v=BA2bC1WkAQU&feature=related>). An additional or alternative video is that of an autistic boy, who finally gets an opportunity to play basketball, with surprising results ([http://www.youtube.com/watch?v=v\\_fJH8tqb8k&feature=related](http://www.youtube.com/watch?v=v_fJH8tqb8k&feature=related)).
- Divide students into circles of 5-6 students. They are to go around the circle and finish the sentence "If you really knew me you would know that I...". It is recommended that the students go around the circle three or four times.
- Complete the Venn Diagram (Resource 2.8) with one or two partners, filling in the differences on the outside and the similarities on the inside of the intersecting circles. For a more demanding exercise use the three circle Venn Diagram.

## 7

## 7. Challenging ideas about ability

Students explore their conceptions of people with disabilities.

### Procedure

- Invite students to reflect on their ideas about people with disabilities by completing Resource 2.9 Disability opinion scale. You may need to clarify what is commonly meant by 'people with disabilities' before students complete the sheet.
- Show students one or more online videos or stories about people who don't fit the stereotype of a disabled person, such as Nick Vujicic (<http://www.youtube.com/watch?v=qSAXYNlasxk&feature=%20related>).
- Facilitate a discussion and invite students to consider questions such as: *What are common stereotypes of people with disabilities? Where do our ideas about people with disabilities come from? How are these ideas reinforced? How can people with disabilities be excluded/included? What other groups of people can be stereotyped and how can they be excluded? How can people's stereotypical ideas about others be challenged? Consider the abilities that you have and don't have—how would you respond to the statement that we all have different abilities?*
- Invite students to reflect on their ideas about people with disabilities by completing the ranking scale on Resource 2.9 Disability opinion scale for a second time. Ask students to complete the reflection on the following page.

# Sunnyside Courier



Sunday 29 August, 2010

Vol. 557 Issue 35

\$2.00

## Game abandoned Racist abuse by Giants



The match between the *Sunnyside Smashers* and the *Greenstown Giants* on Saturday was a shocker. The brutal behaviour of Greenstown players and fans was disgraceful.

From the very beginning, the arrogant attitude of the Greenstown players was obvious. They strutted on to the field and rolled their eyes every time a Sunnyside player said anything. “Greenstown people act as if they are better than us—we are sick of it!” said one Sunnyside fan.

The Greenstown players began with insulting comments and sledging. The Sunnyside batsmen kept their cool until the Greenstown wicket-keeper called Patrick Kalp a dirty rat.

That was the last straw. Our Pat, in an understandable reaction, hurled his

bat into the area behind the wicket, accidentally hitting the wicket-keeper on the arm.

A torrent of abuse from the Greenstown section of the crowd followed. They threw beer cans and other items onto the field and at Smasher’s supporters. It was horrific, with small children crying.

Ignoring the racist comments and abuse, the umpires reprimanded Kalp for throwing the bat. Kalp left the field in disgust, with his team-mate, and the game was abandoned.

“So-called ‘sportsmen’ can get away with racist insults but their victims are the ones who are punished. What is the game coming to?” complained the Sunnyside coach.

# Greenstown Journal



Sunday 29 August, 2010

Vol. 789 Issue 35

\$2.00

## Giants win stolen by infantile Smashers

Last weekend our *Greenstown Giants* played the *Sunnyside Smashers*, but the infantile behaviour of the Smashers stole victory from our deserving Giants.

The Giants arrived at the ground full of confidence. However, many of the Smashers seemed to be in a foul mood.

The Greenstown bowlers quickly established who was in charge and the Sunnyside batsmen were obviously rattled because they lack any real sporting ability.

It was then that the disgraceful incident occurred. In response to a light-hearted

bit of sledging by Greenstown wicket-keeper Billy Ward, a Sunnyside batsman turned violent and attacked Ward with his bat. Ward's arm was injured—though he was lucky not to be hit in the face.



Ward did not retaliate. The crowd, though, were rightly furious and made their feelings felt. Some people said that a few beer bottles were thrown but mostly the crowd restrained themselves to using words to show their outrage.

The umpires chose to let the batsman off with a light talking-to; how unfair is that?

In an unsportsmanlike act the Sunnyside batsmen left the field and the game was abandoned.

Apparently rumours have been spread around the Sunnyside community calling Giants' supporters racist. The Giants' Club chairman responded to the rumours yesterday saying, "So we have been painted as the bad guys again and the Smashers are poor victims are they? They've gotta get over it."

# Fighting Fair

Be willing to fix the problem

Say what the problem is for you

Listen to what the problem  
is for them

Attack the problem, not the person

Look for answers so everyone  
gets what they need

# Fighting Foul

Name calling

Put-downs

Sneering—Blaming

Threats—Hitting

Bringing up the past

Making excuses

Not listening

Getting even

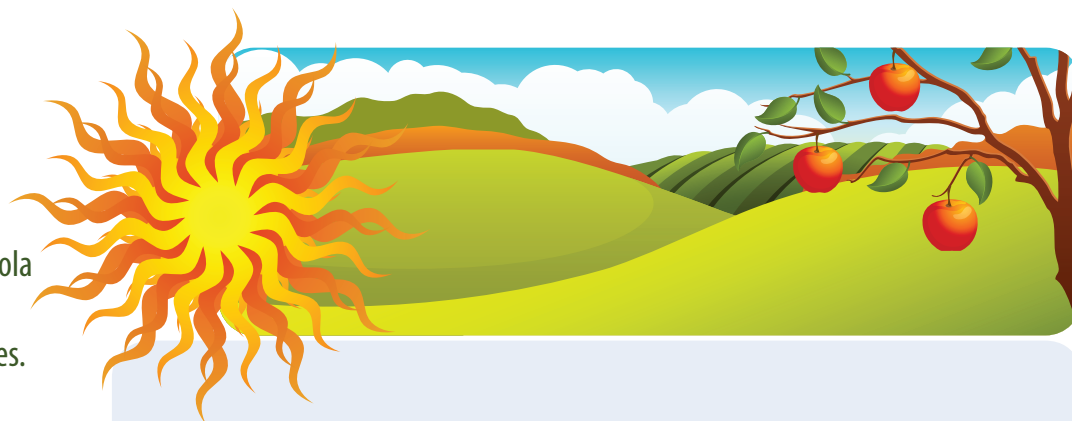
## Mitch's introduction

Hi, my name is Mitch—mayor of Sunnyside. We have lots of migrants from the Coola villages of the republic of Malins. Some shop signs in Sunnyside are in Coolan and English. Most Coolans speak English but the signs are for new arrivals and the oldies.

The Coolan religion? They believe in being humble. You gotta look down when you talk to people to show respect. They're into modesty, family and reading their holy book. Not all of them stick with it. Some young fellas are rebelling and can get a bit rough. Some Coolans are scared that their culture will be lost.

Strict Coolans live in small houses and wear dark clothes. They gather for prayer and to remember their past, especially the great Coolan massacre of 1968—5,000 Coolans were murdered by the brutal Malins! Older members always tell the story. First there was name calling (Coolans were called rats), then there were radio talk shows attacking Coolans. This was followed by laws banning the Coolan language, books being burnt and finally the massacre of '68.

The debacle with the Greenstown racists at the cricket is bringing this horrible history back to the Coolans.



### Sunnyside characters

1. Patrick Klap, proud to be both a young Australian and of Coolan background.
2. Grandmother of Pat Klap and survivor of the massacre of '68.
3. An elderly minister of the Coola religion, worried about the young generation.
4. Pat's friendly neighbour Bec, an Australian of English background.
5. Kirk, the tailor of Coolan background.
6. Mitch, the Mayor of Sunnyside.

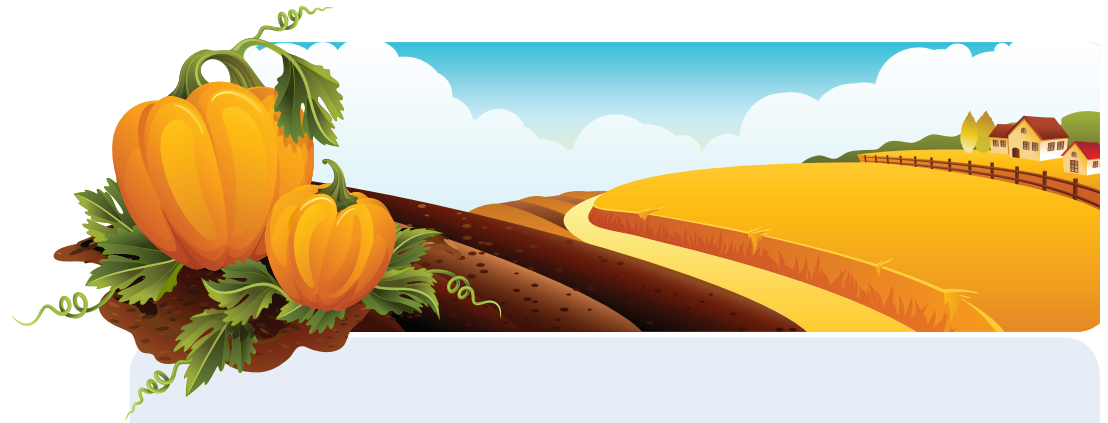
# Barbara's introduction

Hi, I'm Barbara, the editor of the *Greenstown Journal*. Lived here all my life. My family's been in Australia for 100 years. I am proud of this town. People in Greenstown don't beat around the bush. We are hard working and it's paid off, we are a town of winners!

Greenstown people are really friendly, help people out and have good Australian values! We are proud of our Aussie heritage and we give everyone a fair go. There are some ethnics in our town and we treat them like everyone else. They fit in really well.

Lately things are changing. I wonder if it's going to work. We are not allowed to be proud Aussies any more. We are now the Anglos. When some young men of Coolan appearance, robbed a shop here last year, I wrote about it in my paper. I don't believe in being politically correct. I know all about multiculturalism but it's a bit hard when people don't want to fit in.

In Sunnyside the signs are in Coolan! I tried to have a conversation with a young Coolan and he would not even look at me! Aussies get on with it, not like some people who come to this country and bring all their old grudges with them. We have a good laugh, don't take ourselves too seriously.



## Greenstown characters

1. Barbara, the editor of the *Greenstown Journal*.
2. Billy Ward, the wicket keeper who had a bat thrown at him.
3. Mrs Ward, Billy's very sophisticated, well-dressed mum.
4. Peter, an umpire for local cricket games.
5. Maria, a migrant who has lived in Greenstown for 20 years and loves it.
6. Jake, a shopkeeper who has been robbed by a Coolan.
7. Amanda, a tough-as-nails, plain speaking, local policewoman.

# Diamond ranking

Most likely



Least likely



## List A

Using the clues listed below, name the country described. Be prepared to give reasons for your decision.

1. This country is the world's largest democracy.
2. The world's first university was established in this country.
3. This country is the home to the fastest growing millionaire population of any country.
4. In 2008, this country launched a spacecraft to the moon.
5. The place value system and the decimal system were developed in this country.
6. This country has the second largest pool of scientists and engineers in the world.
7. The games *Snakes and Ladders* and *Chess* were invented in this country.
8. This country has the most number of post offices in the world.
9. In this country more than half the population is under the age of 25.
10. This country is the world's largest producer of films, producing close to a thousand films annually.

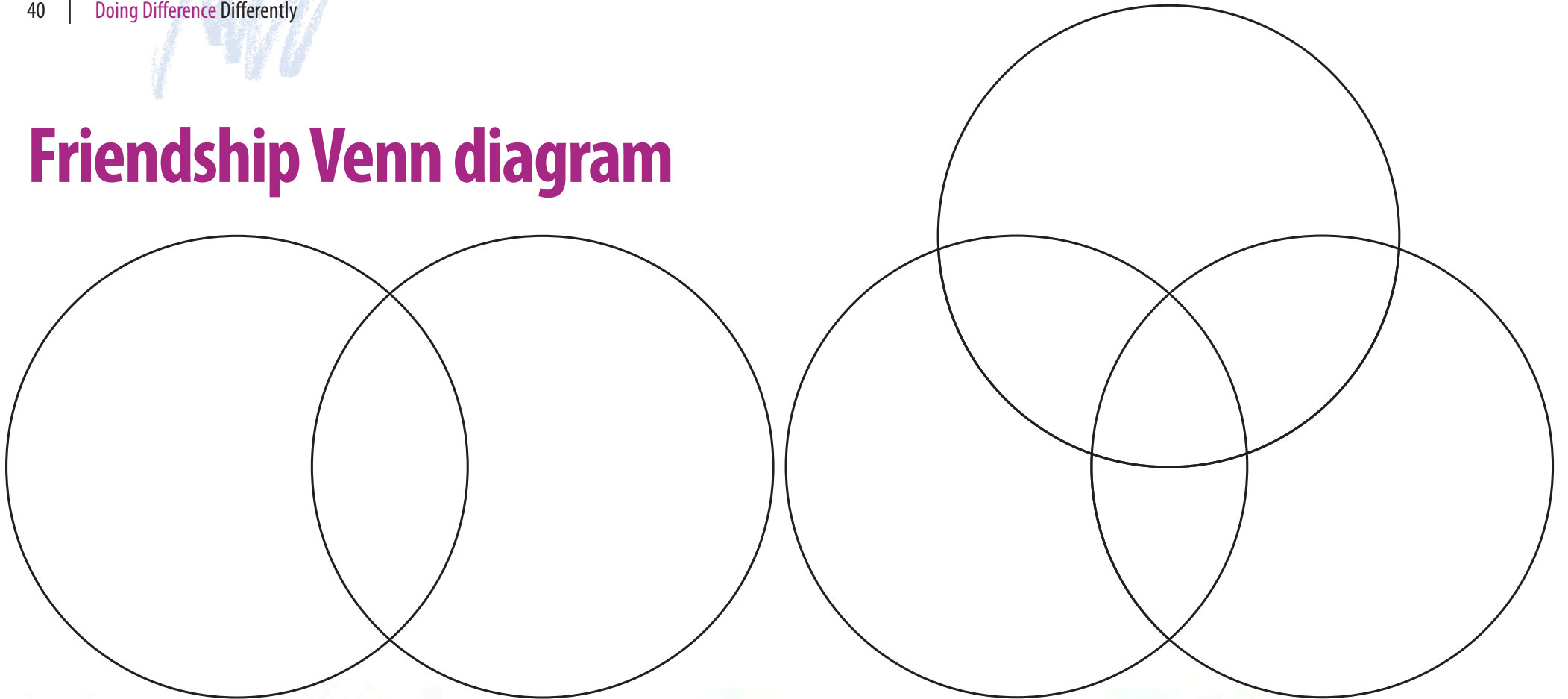


## List B

Using the clues listed below, name the country described. Be prepared to give reasons for your decision.

1. This country is the world's largest, oldest continuous civilisation.
2. This country has never invaded any country in the last 10,000 years of history.
3. This country has a higher rate of malnutrition among children under the age of three (46% in 2007) than any country in the world.
4. The four religions which first began in this country—Hinduism, Buddhism, Jainism and Sikhism are followed by 25% of the world's population.
5. In this country, life expectancy is 63 years for men and 66 years for women.
6. Though this country has experienced an economic boom, the number of people living in slums has increased by 100% in the last two decades.
7. In this country, 42% of the total population live below the global poverty line of US \$1.25 per day.
8. In this country there is a huge disparity between high technology companies thriving in the global market and a large percentage of the population who do not have enough to eat.
9. In this country climate-related natural disasters cause massive losses of life and property. Droughts, flash floods, cyclones, avalanches, landslides brought on by torrential rains, and snowstorms pose the greatest threats.

# Friendship Venn diagram



# Disability opinion scale

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Place a cross on the arrow continuum to indicate your ideas about disability.

People with disabilities are:

Confident	←—————→	Hesitant
Afraid	←—————→	Brave
Adventurous	←—————→	Timid
Gentle	←—————→	Rough
Powerful	←—————→	Weak
Noisy	←—————→	Quiet
Competitive	←—————→	Co-operative

2. Place a cross on the arrow continuum to indicate your ideas about disability.

People with disabilities are:

Confident	←—————→	Hesitant
Afraid	←—————→	Brave
Adventurous	←—————→	Timid
Gentle	←—————→	Rough
Powerful	←—————→	Weak
Noisy	←—————→	Quiet
Competitive	←—————→	Co-operative



# Disability opinion scale

3. Complete this sentence.

I used to think

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but now I think

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## Part 3

# Cooperation and citizenship



## Cooperation and citizenship

### Curriculum links:

#### Human Society and Environment (HSE)

HSE Outcomes (NSW)

SSS 3.8 Identities



Explains the structures, roles, responsibilities and decision-making processes of State and Federal governments, and explains why Australians value fairness and socially just principles

- researches and gives examples of how civic action has improved local, national and global communities
- shows an interest in, and a willingness to provide, opinions about community issues

#### Personal Development, Health and Physical Education (PDHPE)

PDHPE Outcomes (NSW)

**Skills**

INS 3.3



Acts in ways that enhance the contribution of self and others in a range of cooperative situations

- expresses and acts appropriately on concern for others
- engages in community action, eg. fundraising to support others

## Teaching and learning activities:

1. Citizenship bingo
2. If the world were a village
3. Building game
4. How to make friendship bracelets
5. The Earth Charter
6. Kids are making a difference
7. Taking personal action
8. Exploring ideas for collective action
9. Choosing and planning a group project

## Resource sheets:

- 3.1 Bingo cards
- 3.2 Global snapshot
- 3.3 Earth Charter poster
- 3.4 Ryan's story
- 3.5 Summary and response sheet
- 3.6 Personal action pledge
- 3.7 Personal action pledge reflection
- 3.8 Ideas for action (5 pages)
- 3.9 Ideas for action response sheet
- 3.10 Personal and community inventory
- 3.11 Using an action learning sequence (3 pages)

## Teaching and learning activities

- Explore further by viewing *Miniature World* (<http://www.miniature-earth.com>) and completing the next activity—If the world were a village.

### Cooperation and citizenship

#### 1

#### 1. Citizenship bingo

Students compare their access to resources with that of the global community.

##### Procedure

- Provide each student with a bingo card (see Resource 3.1 Bingo cards).
- Invite students to move around the room looking for people who match the descriptions on the card. When they find a match they write that person's name in the appropriate square. (A name should appear only once on the card.)
- Conclude this part of the activity after five minutes, or when most students have completed or nearly completed their card.
- With the whole group now seated explore each square in turn. Ask and provide this information and/or use Resource 3.2 Global snapshot.
  - a. *Who has a bank account?* (If you do you are among the wealthiest third of people in the world.)
  - b. *Who is thinking of going to TAFE or university?* (Did you know that only one-third of people in the world have attended primary school and only 7% have attended high school?)
  - c. *Who has more than one fridge at home?* (If you keep your food in a refrigerator you are richer than three-quarters of the world's population.)
  - d. *Who has accessed the Internet this week?* (Ninety-seven percent of the world's population does not have access to an Internet connection.)
  - e. *Who has their own bedroom?* (If you sleep in a bed you are richer than three-quarters of the world's population.)
  - f. *Who drank fruit juice today?* (One-fifth of the world's population does not even have access to safe drinking water.)

## 2

## 2. If the world were a village

Students compare their access to resources with that of the global community.

### Procedure

- Using a data projector view the online presentation, *Miniature World* (available at <http://www.miniature-earth.com/>).

- Unpack the information contained in the presentation. The following table provides some ideas for further exploration.
- Introduce students to the *Millennium Development Goals* (MDGs) which have been designed to address the areas of need explored in *Miniature World*. There are many online resources including posters, video and lesson plans that have been created to assist teachers explore the MDGs with students. These include:
  - [http://www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps/](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/); and
  - [http://www.unicef.org/voy/explore/mdg/explore\\_2203.html](http://www.unicef.org/voy/explore/mdg/explore_2203.html).

Issue	Focus	Questions/activities/resources
world regions	<ul style="list-style-type: none"> <li>Regions used in <i>Miniature World</i> are Asia, North and South America, Africa, Europe and Oceania</li> </ul>	Use a globe to identify regions. Locate Australia within Oceania. Compare this list with continents. Use this online resource on your interactive whiteboard to explore the ways we see our world in maps. <a href="http://www.oxfam.org.uk/education/resources/mapping_our_world/?9">http://www.oxfam.org.uk/education/resources/mapping_our_world/?9</a>
gender	<ul style="list-style-type: none"> <li>50% of the population are women and 50% men</li> </ul>	Explore issues that affect variable distribution of men and women, eg. women live longer, young men are more likely to be killed in conflicts and there is a higher birth rate for males.
disability	<ul style="list-style-type: none"> <li>9% of the population has some sort of disability—usually the result of old age, injury sustained in or after conflict, a preventable disease or malnourishment</li> </ul>	Explore attitudes to ability and disability at <a href="http://www.openroad.net.au/access/dakit/disaware/handout4.htm">http://www.openroad.net.au/access/dakit/disaware/handout4.htm</a> . For a lesson on the impact of landmines go to: <a href="http://worldpeace.org.au/an_effort_to_ban_land_mines.asp">http://worldpeace.org.au/an_effort_to_ban_land_mines.asp</a> .
urbanisation	<ul style="list-style-type: none"> <li>47% of the population lives in cities</li> </ul>	Most urban dwellers live in medium size cities rather than mega cities. Consider the differences between urban and non-urban living.
religion	In the world population: <ul style="list-style-type: none"> <li>33% are Christian</li> <li>18% are Muslim</li> <li>14% are Hindu</li> </ul>	Review information on the representation of different world religions in Australia. See <a href="http://www.harmony.gov.au">http://www.harmony.gov.au</a> ( <i>Australia is Religiously Diverse</i> —2-page document).
sanitation	<ul style="list-style-type: none"> <li>43% of the world population has no access to basic sanitation</li> <li>18% don't have access to an improved water source</li> </ul>	Discuss what sanitation is and why it is important. Consider the consequences of not having access to clean drinking water. 2008 was the <i>International Year for Sanitation</i> . For more information go to: <a href="http://www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/3398">http://www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/3398</a> .
hunger	<ul style="list-style-type: none"> <li>13% of the population is hungry or malnourished</li> </ul>	Examine some of the reasons why people in the world are hungry—war, conflict, famine and poverty.
education	<ul style="list-style-type: none"> <li>14% can't read.</li> <li>Only 7% have been to secondary school</li> </ul>	Explore the differences in access to education around the world. Consider why males are more likely to be educated than females in some communities.

## 3

### 3. Building game

Students need to cooperate in order to create something colourful.

#### Preparation

- Collect a range of children's coloured materials eg. blocks, magnetic rods and balls, tessellating shapes, *Unifix* cubes, plastic lids, *Meccano*, *K'NEX* etc. Sort them so that you create 6-8 (one for each group of students) sets of materials of a single colour. (For example, one set may contain light blue *Lego*, *Unifix* cubes, magnetic rods and plastic lids.) Use plastic containers/bags to keep the colours separate.

#### Procedure

- Ask students to form groups of three-five.
- Give each group a container of materials in a single colour.
- Invite students to build something colourful.
- Tell students the rules are: No talking, no taking or swapping.
- Give students 5-8 minutes to build/create. Students will respond in various ways. Some will stay in their group and build something in one colour despite the instruction to build something colourful. Others will try to talk, take or swap. If they do, remind them of the rules. Some will say it's impossible. Usually, at some stage a student will give a piece away—which is allowed. Some students will see this happening and adopt the practice enabling colourful creations to be made.
- Debrief the activity by asking questions such as:
  - a. *What happened?*
  - b. *What was the hardest part?*
  - c. *What happened when people gave you something? Did you feel you needed to give back?*
  - d. *When you gave to others did you think they should give something to you?*
  - e. *How is the experience of this activity like real life?*
  - f. *What can we learn from this activity about making this world a better place?*

## 4

### 4. How to make friendship bracelets

Students cooperate to make friendship bracelets.

#### Background

There are various ways of making friendship bracelets and a multitude of designs from simple to complex. If you are teaching yourself these sites have basic instructions:

- <http://www.planetpals.com/IKC/peacebracelet.html> (written instructions including diagrams of three methods—twist, plait and weave/knot); and
- <http://www.howcast.com/videos/174367-How-To-Make-an-Easy-Friendship-Bracelet> (video of simple knot method).

You can make the bracelets as a get-to-know-you activity, to develop patience and cooperation or to give as gifts. Do it within your class, with a buddy class, with visiting students or for students in your sister/twin school.

#### Preparation

- Purchase or gather a selection of threads suitable for weaving/plaiting. Use coloured strings, embroidery or crochet cotton, wool etc. It is advisable to cut threads in lengths before the lesson and to teach some helpers (students, parents, teacher aide) how to weave/plait a bracelet beforehand so they can help students who need help. If you ask your school community you may find someone who can teach you.

#### Procedure

- How you proceed will depend on your purpose. However, inviting students to work in pairs, helping each other, and chatting as they weave is desirable.
- If some students know how to make the bracelets already invite them to teach others.
- Take photos of the process to share and invite students to reflect.

## 5

## 5. The Earth Charter

Students explore the Earth Charter.

### Preparation

- Make copies of Resource 3.3 Earth Charter Poster and/or show a copy electronically.

### Procedure

- Show students a copy of the Earth Charter Poster. Explain that the Earth Charter is a set of values or principles used by people all over the world to act in positive ways.
- Invite students to read the poster and discuss in pairs which principles they think connect with the work they have been doing in class including the *Miniature Earth* video and the *Millennium Development Goals*.

### Extension

Explore the Earth Charter in more depth using a range of online resources.

- » Read the original Earth Charter (available in over 40 languages):

<http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html>

- » Read the Children's Earth Charter:

<http://education.qld.gov.au/curriculum/learning/sustainability/docs/childrens-earth-charter.doc>

- » For a one-page version of the Children's Earth Charter:

<http://www.earthcharterinaction.org/invent/images/uploads/Earth%20Charter%20for%20Children%20Australia.pdf>

- » An animated song for the very young:

<http://www.earthcharterinaction.org/content/articles/32/1/The-Little-Earth-Charter-for-Kids/Page1.html> (requires Flash).

## 6

## 6. Kids are making a difference

Students discover how one child can make a difference.

### Preparation

- Make copies of Resource 3.4 Ryan's Story and Resource 3.5 Summary and response sheet.

### Procedure

- Invite students to read Resource 3.4 Ryan's Story or alternatively read it to the students.
- Provide each student with a copy of Resource 3.5 Summary and response sheet or ask students to draw up a page with two columns in an exercise book.
- Invite students, working in pairs, to record their thoughts in the 'What it makes me think about' column and then share it with a partner and then the class.
- Tell students that you are now going to look at what the story is about. Ask them to pick out the most important ideas from the story. Record these ideas on a class list.
- Discuss each item on the list and together decide whether it should be part of the summary—reminding students that summaries need to be brief. Together create a one to three sentence summary and invite students to write that summary in the 'What the story is about' column of their sheet/book.

### Extension

Provide students with opportunities to research other change makers. Students could use the Summary and response sheet again—this time independently.

- » For more stories of children:

Craig Kielburger: <http://www.freethechildren.com/aboutus/history.php>;

Iqbal Masih: [http://www.asiaeducation.edu.au/resource/voices\\_and\\_values\\_citizenship\\_in\\_asia\\_student\\_1\\_1.html](http://www.asiaeducation.edu.au/resource/voices_and_values_citizenship_in_asia_student_1_1.html);

Kids Making a Difference (kmad): <http://www.kmad.org/>; and

Kids Can Make a Difference: <http://www.kidscanmakeadifference.org/>.

## 7

## 7. Taking personal action

Students undertake personal positive actions.

### Preparation

- Make copies of Resource 3.6 Personal action pledge and Resource 3.7 Personal action pledge reflection for each student.

### Procedure

- Provide students with a copy of the Personal action pledge. Read through the sheet together and discuss the things that would help us to do these things and the things that would hinder us as we tried to do these things.
- Invite students to decide which things they will agree to try their best to do over the next two weeks. (Negotiate a different time frame as appropriate.) Ask students to sign their pledge. Tell students that at the end of that time they will be invited to reflect on their progress using the Personal action pledge reflection sheet.
- Revisit this process in one week and invite students to reflect on how they are going either individually or with the class. Other students may be able to offer suggestions to those who need encouragement.
- At the end of the two weeks (or agreed time) invite students to complete the reflection sheet and ask if any students would like to share what they have learnt with the class.

## 8

## 8. Exploring ideas for collective action

Working in an expert jigsaw, students examine ideas for action.

### Preparation

- Make five copies of each page of Resource 3.8 Ideas for Action. This will provide 25 pages in all. If you have more or less students in your class modify this amount.

### Procedure

- Divide the class into five 'expert' groups—numbered one to five. Each group will study a different page of Resource 3.8 Ideas for Action.
- Distribute copies of one page from Resource 3.8 Ideas for action to each of the expert groups. (Ideas for Action page 1, has been written for less able readers. You may like to consider this when you organise groups and allocate pages.)
- Invite the expert groups to read the page they have been given and share their responses to the ideas for action described on that page. Their responses may include: their reaction to learning about the issue, what they think about the issue, whether they think there is some potential for their class to contribute to the campaign or whether they would like to find out more about the issue. Invite students to ask you any questions they need to clarify the meaning of any words or concepts.
- Tell students that they will soon be breaking into new groups and will need to describe what they have read and discussed with students who have not seen this material. Give students some time to prepare what they will recount to members of their new group. Invite students to tell what is important in a way that makes sense and to try not to tell too much.
- Re-organise the class into new groups so that each new group contains one person from each expert group. (See over.)

Expert groups		New groups
11111	> > > > > > > > > > > > >	12345
22222	> > > > > > > > > > > > >	12345
33333	> > > > > > > > > > > > >	12345
44444	> > > > > > > > > > > > >	12345
55555	> > > > > > > > > > > > >	12345

- Working in turn, each 'expert' shares their learning with his/her new group. Invite the other members of the group to take notes or use Resource 3.9 Ideas for Action response sheet. When this stage is completed, every student will have reported and every student will have some notes about the ideas presented.

## 9

## 9. Choosing and planning a group project

Students undertake a community project.

### Procedure

- Facilitate a class discussion about the issues and ideas explored in the Exploring ideas for collective action activity. Start by creating a class list of those ideas which the students are most interested in pursuing. Invite students to add to this list any other issues or projects they are interested in.
- Make a short list by asking students to vote for two things on the list that they think would make a good class project.
- Invite students to consider criteria you could use to judge the feasibility of the ideas on the short list. These may include resources required, time available, fit with community need, class curriculum and school goals. To consider the access to resources invite students to complete Resource 3.10 Personal and Community Inventory.
- Revisit the list and together narrow it down. If you have more than one obvious choice on your list you may need to vote.
- Having decided on your project discuss with students a planning process such as the Action learning sequence (Resource 3.11) and use this process (or other appropriate process) to plan and implement your project.
- Decide which curriculum links and assessment requirements you will address in this project. A project of this nature takes time to do well. Share your decisions with students or negotiate them with students.

# Bingo cards

Find someone who has a bank account



Name:

Find someone who is thinking of going to TAFE or university



Name:

Find someone who has more than one fridge at home



Name:

Find someone who has a bank account



Name:

Find someone who is thinking of going to TAFE or university



Name:

Find someone who has more than one fridge at home



Name:

Find someone who has accessed the Internet this week



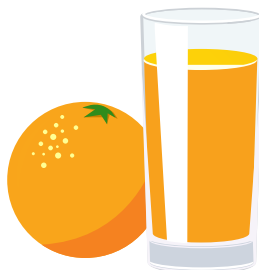
Name:

Find someone who has their own bedroom



Name:

Find someone who drank fruit juice today



Name:

Find someone who has accessed the Internet this week



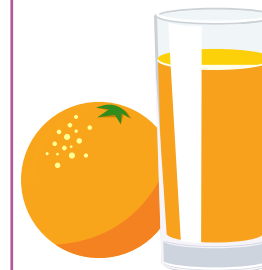
Name:

Find someone who has their own bedroom



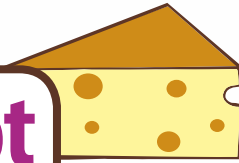
Name:

Find someone who drank fruit juice today



Name:

# Global snapshot



If you keep your food in a refrigerator, or sleep in a bed, you are richer than three-quarters of the world population.

One-fifth of the world population does not even have access to safe drinking water.

If you have a bank account you are among the wealthiest third of people in the world.

Ninety-seven percent of the world population does not have access to an internet connection.

Less than one-third of people in the world have attended primary school and only 7% have attended high school.

Source: <http://www.miniature-earth.com>

# Earth Charter poster

We are living at a very important moment in Earth's history. Every day, the people of the world are moving closer together. We need to unite across cultures to choose our future: to protect nature; to respect human rights; to create a world where all can live together in peace and justice. We have a responsibility to care for life—both at present and into the future.

## The Earth is our home

The Earth is only a small part of the immense universe in which we live. The Earth itself is full of life, with a rich variety of plants, animals and peoples. In order to survive, we as human beings need the soil, the water, the air, the plants and the animals. It is our duty to take care of life on Earth.

## The global situation

Today, our way of living often harms the environment. The way that we produce and consume goods depletes the Earth of its supplies of water, air and soil, endangering the lives of many plant and animal species. The growing world population continues to drain the Earth of its natural resources. At the same time, we are faced with war, famine and disease.

## What can we do?

The choice is ours: we can start making changes so that we can build a better future for everyone. The *Earth Charter* gives us a path to follow—<http://www.earthcharter.org>.

## Everybody is responsible

To change our world, we need to be responsible for our actions, because everything that we do is interconnected—everything on our planet is woven together into the fabric of life. We need to think about the way that we use resources and the way that we care for plants and animals. We need to think about the way that we treat other people. If we all take responsibility for our own actions, we can start to work together to care for the present and future well-being of humanity and all living things on this planet. Together we can all share in the hope for the future.

- Adapted in November, 2002 for young people from the first four Principles of the original version of the *Earth Charter*.
- For the complete document, see <http://www.earthcharter.org>.
- Collaboratively developed by Alison Steel, Steve Pudney, Ben Glass, Louise Erbacher and the Queensland Earth Charter Committee Inc, with assistance from the students of St Anthony's Primary School, Kedron.



## Respect and Care for All Living Things

- 1. Respect the Earth and all living things: people, animals and plants.**
  - a. Understand the importance and the interconnectedness of all living things.
  - b. Accept all people as unique and valuable.
- 2. Care for all living things, with understanding, compassion and love.**
  - a. Use natural resources wisely, taking care not to cause harm to the Earth.
  - b. Protect the rights of people and accept their differences.
- 3. Form groups of people who act justly, treat others equally and work together peacefully.**
  - a. Recognise everyone's right to be free and the right to choose how they will develop and grow.
  - b. Include all people and work towards safe, peaceful and fair communities.
- 4. Cooperate so that all people can enjoy the beauty and the fruits of the Earth.**
  - a. Act responsibly for the present, making sure not to neglect the needs of future generations.
  - b. Pass on knowledge and encourage future generations to be caretakers of the Earth.

# Ryan's story

This is a story about a boy on the other side of the world, in Canada. His name is Ryan. This story is about what happened when Ryan was six years old and he was a student in Year One.

One day Ryan's teacher, Mrs Prest, told her class about children in a country in Africa called Uganda, who had no clean water to drink where they lived. These children had no cordial or apple juice to drink, only muddy water. If they were thirsty they would have to walk a very long way to get some water. Mrs Prest said that a pump for getting clean water from the ground would cost \$70. So Ryan decided to try to help the children who had no clean water.

That afternoon when Ryan went home, he told his mum he needed \$70 for a well in Africa. Ryan was very insistent and his mum told him she would give him extra chores to earn the money.

Four months later, Ryan and his mum went to the office of the charity that was working to provide wells to communities that needed them. The charity worker congratulated Ryan for his fundraising efforts but told them that \$70 was enough to

buy the pump—but it cost \$2,000 to dig the well.

Ryan went home disappointed, but he did not give up. He kept on working towards his goal of raising enough money to pay for a well. He told all his friends and family, and they all helped him. His mum emailed her friends and they helped too. Lots of people helped him till he got the whole \$2,000. They went back to the charity again with \$2,000. The charity worker remembered Ryan and was impressed that he had raised so much money, especially as he was only six. Ryan told her he did it with the help of lots of friends and neighbours. He asked if the well could be dug next to a school.

A year later, Ryan's next door neighbours, who had also been impressed with his efforts, gave him tickets to fly to Uganda to see the village where the well was being dug. People in the village came to welcome him and say thank you. He found out that twice as many students now came to the school because they could have a drink of fresh water at lunch time. The school had to build extra classrooms.

That was more than ten years ago. Today, with the help of people all over the world, he is still raising money to dig wells. By 2009, the *Ryan's Well Foundation* had raised millions of dollars and dug over 500 wells in 16 countries. You can find out more from the website <http://www.ryanswell.ca>.



# Summary and response sheet



What the story is about

What it makes me think about

# Personal action pledge

So you think the world could be a better place? It starts with you.

Read the actions on this page. Put a tick in the box next to the actions you will try to do. Sign your pledge.

Name \_\_\_\_\_

School \_\_\_\_\_

Class \_\_\_\_\_

I pledge to do these positive actions because I want the world to be a better place.

I agree to do this for two weeks.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

- ☐ Offer to help without being asked.
- ☐ Tell the truth or do something you know is right even if it is hard to do.
- ☐ Help people who don't have enough. (Give clothes, books and games you don't use any more to a charity shop.)
- ☐ Save water by turning off the tap when brushing your teeth and have shorter showers.
- ☐ Say thank you and really mean it.
- ☐ Listen without interrupting to show respect to the speaker.
- ☐ Stop yourself when you are about to put someone down.
- ☐ Pick up litter when it's not even yours.
- ☐ Share what you have.
- ☐ Phone your grandparents to say hello or help an elderly neighbour.
- ☐ If you see something that needs doing, just do it even when no-one is watching.
- ☐ Accept an apology.
- ☐ Talk in a calm (assertive) voice when you disagree with someone.
- ☐ If someone is left out invite them to play with you.
- ☐ Be friendly to someone to whom you aren't usually friendly. Start with a smile.
- ☐ Don't gossip.
- ☐ Get to know someone you think is really different from you.
- ☐ Turn the light out when you are not in your room.
- ☐ Encourage someone who has made a mistake.
- ☐ Deliberately try to find something you like about someone you don't like.
- ☐ Other \_\_\_\_\_



# Personal action pledge reflection

1. How did you go over the two weeks?

Number of the action	How well I did it: A = all the time B = most of the time C = some of the time

Number of the action	How well I did it: A = all the time B = most of the time C = some of the time

Number of the action	How well I did it: A = all the time B = most of the time C = some of the time

2. Choose one of the things you did and describe:

a. What you did

---

b. What it felt like

---

c. What you learnt

---

d. Which action/s did you do most often?

---

e. Which of the actions will you keep doing or keep trying to do?

---

# Ideas for action 1

## 1. Make a story book for a young refugee

People coming to live in Australia don't always feel welcome. Write a story or rewrite a favourite one. Illustrate it, bind it and send it to a refugee centre near you. Include a letter of welcome to the new kids who have come to Australia to live: <http://www.refugeecouncil.org.au/resources/links.html>.

## 2. Wear your school uniform with pride

The *FairWear* campaign asks Australians to think about how the clothes we wear are produced. A lot of the clothes made in Australia are sewn by people working in their homes. These home workers are mostly women and get paid as little as \$3 to \$4 an hour! Home workers make clothes for shops, famous brands and even school uniform suppliers. Find out if your school uniform has been made fairly. Download a school wear kit at: <http://www.fairwear.org.au/>.

## 3. Join the campaign to ban landmines

War creates poverty. Every day, 40 people are hurt or killed by landmines. Most of the people who are hurt are civilians (this means they are not soldiers). Most of the people who are hurt live in countries that are now at peace. This is because they step on landmines left in the ground after wars finish. For more information

about the issue, visit: <http://www.icbl.org/>. Read *10 things you can do for a mine-free world*, at <http://www.icbl.org/action>.

## 4. Hold a food drive for people in need

Bring in cans, boxes, and packets of food and donate them to an organisation that helps people who don't have enough to eat. Or cook something healthy and take it to a centre for the homeless. Phone a local centre before you start and find out what they need. Find out more at: <http://www.salvos.com/>, or <http://www.rosies.org.au/>.

## 5. Plant trees

Plant trees in your school or a local site that needs revegetation. You could also support people in your sister school or community plant trees. There are lots of ways to get started and lots of people and places to get help. Contact your local council.

Join the *UN Billion Tree Campaign*: <http://www.unep.org/billiontreecampaign/index.asp>. Get involved in *Planet Ark National Tree Day*: <http://www.treeday.planetark.com/>. Check out *Greening Australia*, at: <http://www.greeningaustralia.org.au/>, and *Landcare*, at: <http://www.landcareonline.com/>.



## Ideas for action 2

### 1. Help out at an animal shelter

Thousands of animals are abandoned every year in Australia. The RSPCA alone receives over 140,000 animals each year and of these 30–55% can not be saved or rehomed and are euthanised. The RSPCA and the Animal Welfare League are the two largest animal shelters but there are also many other shelters around Australia. All depend on the work of volunteers. To find your local RSPCA branch, visit: <http://www.rspca.org.au/help/contact-us/state-societies.html>.

### 2. Buy nothing day

Tired of our conspicuous over-consumption? *Buy Nothing Day* draws attention to the harmful effects of over-consumption by industrialised nations (such as Australia, North America and Europe). It's a day of peaceful, often humorous actions and activities to confront the shopping audience with the consequences of over-consumption and the influence of advertising on our daily lives. Get

some inspiration from past activities: <http://www.buynothingday.co.uk/>.

### 3. Adopt a beach

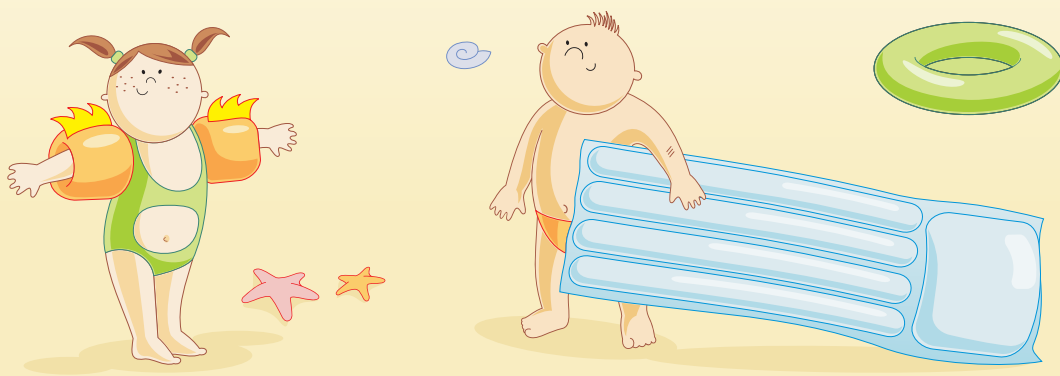
There are 60,000 *Coastcare* volunteers in 2,000 *Coastcare* groups around Australia, tackling problems like dune erosion, loss of native plants and animals, storm water pollution, weeds and control of human access to sensitive areas. Join an existing group or start your own: <http://www.coastcare.com.au/>.

### 4. Create a Reuse centre

Create a centre that can be used to redistribute items within your school for use in arts, crafts, science, and technology projects. Or you could set it up as a profit-making business, selling items to other schools, community groups and individuals. For inspiration see the *Reverse Garbage* website: <http://www.reversegarbage.com.au/>.

### 5. Use ethically-made sports balls at school

About 80% of footballs used in Australia are made in Pakistan. Workers earn very low wages and some workers are children. But you can buy sports balls that are fair trade accredited. This means there is no child labour used, workers get paid a fair wage (about twice as much as for stitching a non-fair trade ball) and the community benefits too. Do some research and present a case to your school and sporting club to get fair trade sports balls when they need to buy new equipment. To find out more and purchase online: <http://www.etiko.com.au/>. Balls are also available at *Oxfam* shops.



# Ideas for action 3

## 1. Help the rescue of dancing bears

Sloth bear cubs are taken from their mothers in the wild and sold in markets to spend their life muzzled at the end of a short rope dancing for paying onlookers. Support the work of Wildlife SOS, India through Humane Society International (Australia) and join their campaign to rescue dancing bears in India. The program rehabilitates the bears and offers training in a new occupation to the bear handlers. To read more about this issue, visit: <http://www.hsi.org.au/index.php?catID=164>.

## 2. Clean up Australia

Commit yourselves to cleaning up Australia together. There's a School Clean Up Day so that you can participate in *Clean Up Australia* as part of a school activity. Find out more at: <http://www.cleanup.org.au/>. Find out about *Clean Up the World* too, at: <http://www.cleanuptheworld.org/en/>.

## 3. Visit an aged care home

Organise a visit to a local aged-care home. You could sing songs, help with gardening, read (or be read to), or share stories with residents. Back in class you could write about what you've learnt after spending time with residents. You could pay a return visit and present a copy of your work to the resident/s you spent time with.

## 4. Create a bully-free zone at your school

Find out how you can help create a bully-free zone at your school. Understand

the issues and get some advice about what to do if you are bullied or see bullying happening, at *Bullying. No Way!* (<http://www.bullyingnoway.com.au>). You can also read about two members of the Together for Humanity team at: <http://www.bullyingnoway.com.au/talkout/profiles/practitioners/kastelfarache.shtml>.

## 5. Volunteer at a soup kitchen

On any one night in Australia there are approximately 100,000 people without a home. There are many services for the homeless that require volunteers, such as working in a soup kitchen. In addition, get your school library to subscribe to *The Big Issue* magazine—half the cover price goes to the homeless vendor. For more ideas, see: [http://www.actnow.com.au/Action/Homelessness\\_ACTION.aspx](http://www.actnow.com.au/Action/Homelessness_ACTION.aspx).



# Ideas for action 4

## 1. Buy gifts that give twice—support fair trade

When you buy a gift from *Oxfam* or *Good Shepherd Trading Circle* you are helping people in majority world (developing) countries work their way out of poverty. Both organisations are non-profit and support the development of community micro-enterprises such as toy making and the production of home wares. Organise a stall at your school and advertise the products in school or local newspapers. Next time you have a school chocolate drive consider using fair trade chocolate. For more information about fair trade visit: <http://www.checkoutfairtrade.org.nz/>. To find the location of shops and to purchase goods online visit: <http://www.thetradingcircle.com.au/> or <http://www.oxfamshop.org.au/>.

## 2. Help end child slavery

Craig Kielburger was just 12 when he started an organisation (with six friends in Canada) to help child slaves. *Free the Children* works with children and young people around the world to help child slaves by lobbying for change and building schools for freed child slaves: <http://www.freethechildren.com/>.

## 3. Provide clean drinking water

Millions of people around the world don't have access to clean drinking water. Because of this many children and adults become ill and die. There are many organisations working with communities to build wells and provide clean, safe water. Students are helping too. When an eight-year old boy found out that some people didn't have clean water to drink he started raising money. Ryan's Well: <http://www.ryanswell.ca/>; World Vision: <http://www.worldvision.com.au/>

[ourwork/Solutions/WaterHealthLife.aspx](http://ourwork/Solutions/WaterHealthLife.aspx).

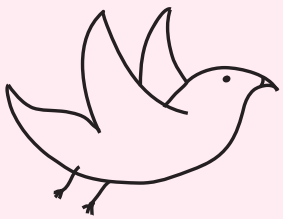
## 4. Promote reconciliation

Invite an Indigenous elder to your school and find out how you can acknowledge the First Australians in your community. Your school could adopt an elder, join a local reconciliation group or work with the local Indigenous community on a project. Sign up for the *Respect* campaign at: <http://www.antar.org.au/respect> or put a 'racism free' sticker on your social networking page: [http://www.antar.org.au/no\\_to\\_racism\\_online](http://www.antar.org.au/no_to_racism_online).

## 5. Ban plastic check-out bags in your community

In the marine environment, plastic bag litter is lethal, killing many turtles and other sea life every year. *Planet Ark* has worked with communities like Coles Bay (Tasmania), Kangaroo Valley, Huskisson and Oyster Bay, Sydney (New South Wales) to ban plastic check-out bags in all of their retail outlets. If these towns/suburbs can live without plastic bags, then maybe yours can too: <http://www.plasticbags.planetark.org/>.





## Ideas for action 5

### 1. Develop a twinning relationship with another school

Twinning typically partners two diverse school communities. Linking can take place between schools within or across communities, states or countries. Sometimes schools in advantaged and less advantaged countries develop relationships. Ongoing relationships can provide educational benefits for both school communities. Create links from within your local community and find out more about the different ways sister school programs can work from these organisations:

<http://www.culturalexchange.nsw.edu.au/>

<http://www.bridge.edu.au/default.asp>

<http://www.bbc.co.uk/worldclass/>

<http://www.togetherforhumanity.org.au/>.

### 2. Reduce your school's ecological footprint

Measure your impact on the environment by using an ecological footprint calculator from <http://www.epa.vic.gov.au/ecologicalfootprint/globalfootprint/index.asp> and find out how you can reduce your ecological footprint at <http://www.kidsfootprint.org/lessonplans.htm>.

### 3. Make your school more inclusive

Does your school have wheelchair access, canteen/tuckshop food for people with a range of dietary needs or a place for Muslim students or staff to pray during the day? Consult with your school community and find out the things that you could do to make your school a more comfortable place for all its members.



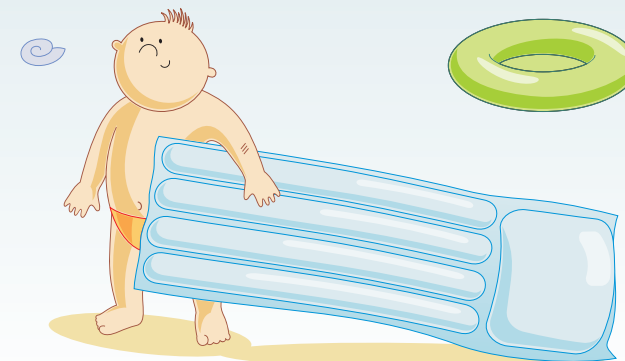
### 4. Join your local community garden

Community gardening brings benefits to individuals, neighbourhoods, communities and the cities they are part of. Find out more and see if there is a community garden in your town or suburb, at: <http://www.communitygarden.org.au/>, or start a food garden in your school and bring the community to you.

### 5. Help native animals

There are lots of ways you can help native animals. Contact your local council or environment group and find out if there are vulnerable or endangered native animals that live in your area. Some schools have built ponds for frogs and others have planted vines for butterflies or trees for birds. Some schools raise money to support captive breeding programs for bilbies or Tasmanian devils. Check out the Kids Guide to Threatened Species: <http://www.environment.gov.au/biodiversity/threatened/publications/kids.html>.





# Ideas for action response sheet

Idea/Issue	This interests me	Potential for class follow-up	Idea/Issue	This interests me	Potential for class follow-up
Refugee story book			Refugee story book		
Fairwear campaign			Fairwear campaign		
Reconciliation			Reconciliation		
Food drive			Food drive		
Plant trees			Plant trees		
Animal shelter			Animal shelter		
Buy nothing day			Buy nothing day		
Adopt a beach			Adopt a beach		
Reuse centre			Reuse centre		
Sports balls			Sports balls		
Dancing bears			Dancing bears		
Clean up			Clean up		
Aged care			Aged care		
Bully free zone			Bully free zone		
Soup kitchen			Soup kitchen		
Landmines			Landmines		
Fair trade			Fair trade		
Child slavery			Child slavery		
Clean water			Clean water		
Plastic bags			Plastic bags		
Twin school			Twin school		
Ecological footprint			Ecological footprint		
Inclusive school			Inclusive school		
Community garden			Community garden		
Native animals			Native animals		

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# Personal and community inventory

*Do this part on your own*

## My skills and talents

These are the things you like to do or do easily or well. For example: *Is there an activity you really like doing? Do you sing, play an instrument or dance? Do you have a favourite subject at school? Do you know more than one language? Can you cook or grow plants? Do you have computer, sporting or speaking skills?*

*Do this part together with your classmates and teacher*

## Our community resources

These are the facilities, equipment, services, relationships and expertise in your school community, neighbourhood, suburb or broader community. For example: *Does your school have a bus, gym, band, food garden or book club? Does your school have an existing relationship with local council, Indigenous centre, sporting or service club? Does your community have a cultural centre, youth centre or university campus? What are the existing social and environmental programs and services?*

# Using an action learning sequence

1. What is the project/issue?

2. What do we need to find out? Who, what, where, when, why.

3. What are the possible options?

4. How will we proceed with the plan?

5. How is it going?

6. How will we communicate our progress, success, findings?

# Using an action learning sequence

**Are you well informed?** Record what you know about the issue already and make a list of the things you still need to find out.

**What is your best option?** Consider the pros and cons of different ways to act on this issue. Choose one.

**How will you proceed?**

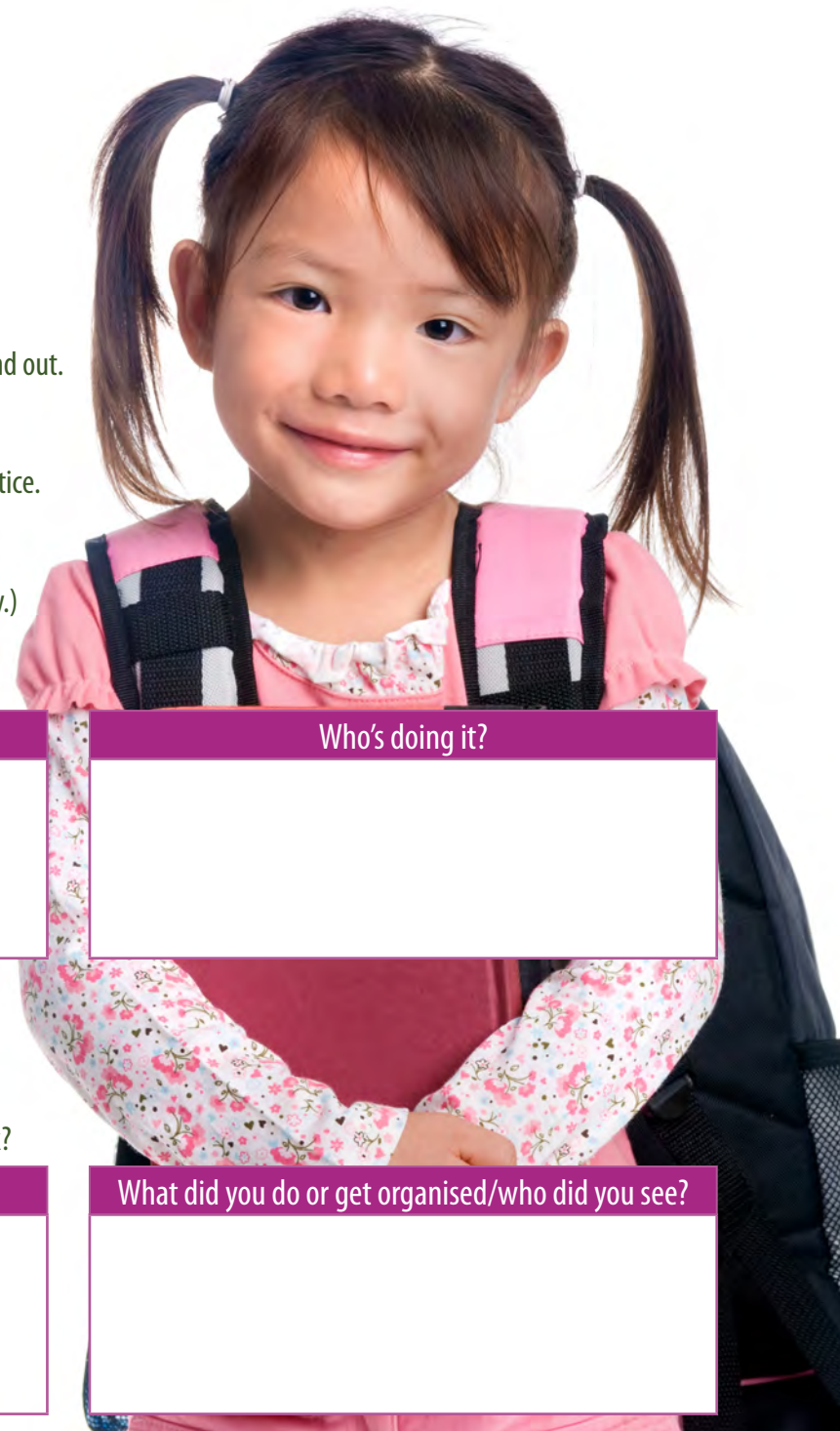
- Make a list of the people from your school and local community who might be able to help you put the idea into practice. Invite people to help you. (Refer to Personal and community inventory.)
- Make a list of the equipment you will need. Find out what equipment is already available at the school. Think about where you will find the other equipment that you will need. (Refer to Personal and community inventory.)
- Make a list of all the steps involved. How much time will be needed to complete all these steps? Use an action plan and timeline like the one below.

Time (day/week/month)	What needs to be done?	Who's doing it?

**How will you check your progress and measure the success of your plan?**

- Record your progress in a class journal.
- Decide when you will check on the results of your action.
- Take photos throughout the process to record your actions.
- Decide what changes you will need to look for to see if your action has been successful. Who will you ask for feedback?

Date	Name	What did you do or get organised/who did you see?





# Using an action learning sequence

**How will you report on your project?** Will you prepare a written report, give a presentation, prepare a media release or have a celebration inviting all those involved in the project? Together decide how you will bring your project to a close. Will this part of your project be assessed?

Reflect on your participation by completing the table and questions below.

SKILL	RATING		
	ALWAYS	SOMETIMES	RARELY
I gathered all the information I needed at each step before progressing			
I listened carefully to what others had to say			
I was willing to change my mind when I heard new information or convincing reasons			
I identified options and can discuss their pros and cons			
I thought about the consequences of making various choices			
I asked for help when I needed it			
I worked cooperatively with others			
I completed my tasks on time			

What was the purpose of the project?

To what extent was the project's purpose accomplished? (Rate the success of the project between 1-10. Ten equals complete success.)

What contributed to the success of the project?

The most difficult part of this project was

because

The most interesting thing I learnt was



## Doing Difference Differently

A Resource Book for Teachers

1<sup>st</sup> Edition

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