

MYP structural outline for facilitators

SCHEDULE

Set up	30 mins
Program	90 mins
Pack up	15 mins

SCHOOL CRITERIA

- Each space/classroom must have a smartboard / projector / large screen to which laptop can be linked via standard HDMI cable
- one workshop = one classroom of students (approx. 25)

THE TEAM

- One facilitator and one survivor/custodian speaker per class/classroom (senior facilitator is designated team leader)
- **Bring your C2C vest and name tag**

PROGRAM DELIVERY STRUCTURE

- One facilitator, accompanied by a survivor/custodian speaker, presents the whole program to one class/classroom
- Where a survivor/custodian speaker is not available to participate, survivor testimony is presented via recording
- Trainees are assigned to a specific facilitator – trainees do not choose
- Trainees act as assistants to the assigned facilitator – handing out/collecting resources, etc
- Classroom teacher has a role during the workshop
 - Prior to program, consider the best division of students for small group activities
 - May assist with handing out activity resources / act as facilitator's assistant during activities
 - Assert discipline when asked to do so

STUDENTS

1 group = approx. 25 students (whole class) divided into 5-6 smaller groups for hands-on activities

EQUIPMENT

Each facilitator is assigned:

- Laptop and power cable in a laptop bag
- HDMI cable in the laptop bag pocket (spare, in case school doesn't provide)
- presentation clicker in laptop bag pocket (use is optional)
- USB thumb drive in laptop bag pocket (if C2C laptop incompatible with school AV set up, use teacher's laptop with USB thumb drive)
- Laminated instructions for setup in laptop bag pocket
- Laminated slide list
- workshop kit with agree/disagree sheets, 6 x key words/definitions, 6 sets x images

STRUCTURE	ACTIVITY & PURPOSE	TIME	LOGISTICS	TOTAL TIME
BEFORE WORKSHOP	Check in	15	<ul style="list-style-type: none"> • Check in at reception • Check venue has spaces and seating arranged as required • Short team briefing: timing • Assign facilitators to specific teachers/classes 	15
	Set up and Prepare	15	<ul style="list-style-type: none"> • Plug in equipment and check functioning • Brief teachers on their expected role/behaviour • Ensure students know who is in their group for group work • Ensure students have pens/pencils available • Record student numbers 	30

STRUCTURE	ACTIVITY & PURPOSE	TIME	LOGISTICS	TOTAL TIME
WORKSHOP COMMENCES 1 class = 1 classroom = 1 facilitator	SLIDES 1 -2 <ul style="list-style-type: none"> • Introduction 	4	<ul style="list-style-type: none"> • Students seated • Confirm students have pens/pencils 	4
	SLIDES 3 – 11 Stereotypes and our world <ul style="list-style-type: none"> • Falsity of stereotypes • Where do our ideas of the world come from? 	10	<ul style="list-style-type: none"> • Agree/ disagree activity - pencils and sheets • Individual activity followed by whole class discussion • Assistance of teacher/trainee (partner if team-teaching) 	14
	SLIDES 12 – 16 Defining the four terms/concepts <ul style="list-style-type: none"> • Clear understanding of the terms • How concepts overlap • How one step can lead to the next 	10	<ul style="list-style-type: none"> • Match definitions in small groups – distribute cards • Group activity followed by whole class discussion • Assistance of teacher/trainee 	24
	SLIDES 17 – 20 Scenario analysis <ul style="list-style-type: none"> • Apply understanding of concepts to scenarios • ALTERNATIVE: students make individual decision and move to chosen term 	12	<ul style="list-style-type: none"> • Match cards to pics in groups (2-3 cards per group) • Group activity followed by whole class discussion • ALTERNATIVE: Four terms taped to walls, and students decide as individuals which term to stand at when shown picture slide. • Assistance of teacher/trainee 	36
	SLIDES 21 – 22 Civil Rights & Racism <ul style="list-style-type: none"> • Labelling individuals as ‘other’ allows for ‘us’/ ‘them’ and discrimination 	6	<ul style="list-style-type: none"> • Whole class discussion 	42
	SLIDE 23 Religion is not race	3	<ul style="list-style-type: none"> • Whole class discussion 	45

	<ul style="list-style-type: none"> • Belief/choice vs genetics 			
	SLIDE 24 Antisemitism <ul style="list-style-type: none"> • Labelling individuals as 'other' opens door to discrimination us/them • Introduce Holocaust 	3	<ul style="list-style-type: none"> • Whole class discussion 	48
	SLIDE 25 Film – Holocaust <ul style="list-style-type: none"> • Othering / Upstanders who rejected othering 	1		49
	SLIDE 26-27 Perpetrator, victim, bystander then/now <ul style="list-style-type: none"> • Who has the power • How do the people in the three roles feel 	6	<ul style="list-style-type: none"> • Whole class discussion 	55
	SLIDE 28 Survivor Speaker <ul style="list-style-type: none"> • Introduce with emphasis on Upstander action 	20	<ul style="list-style-type: none"> • Blank screen on Powerpoint • Microphone if available and necessary • Time allowance includes time for questions 	75
	SLIDES 29 – 31 Where are the upstanders <ul style="list-style-type: none"> • Upstander power – then / now • Call to action 	10	<ul style="list-style-type: none"> • Turn off microphone if applicable • Powerpoint back on • Whole class discussion - Brainstorm possible actions 	85
	SLIDE 32 Racism stops with me <ul style="list-style-type: none"> • There's always something you can do 	5	<ul style="list-style-type: none"> • Show film • Whole class discussion • Summary/wrap up 	90

AFTER WORKSHOP	Pack up	10	<ul style="list-style-type: none"> • Collect all workshop kit material (cards etc), sort and pack • Unplug equipment and ensure nothing is left behind 	10
	Team debrief	20	<ul style="list-style-type: none"> • Team sits to debrief out of hearing of teachers • Complete team day report • All team members get PMI form to complete at home 	30

TEACHER BRIEFING

This briefing is provided to all teachers by email prior to program day. Go over it with the teacher you will be working with to ensure they are fully briefed.

- **Learning intention**
 - How society influences the way we see and treat others
 - how certain negative attitudes towards others can lead to social exclusion and intolerance.

- **What to expect**
 - This is a 90-minute workshop for students in Years 5-8
 - Includes group activities, videos, interactive discussion, and a speaker
 - Students will be challenged regarding attitudes & behaviours
 - Students will learn that each individual can make a difference
 - Students will discover how to transform “bystander” behaviour to “upstander” behaviour.

- **Teacher’s key role**
 - Make sure facilitators are briefed about students in this cohort, eg special needs, language or literacy issues, bullying incidents, particular sensitivities, family trauma etc. Student confidentiality will be respected.
 - Remain with your group/class throughout the program
 - Assist the facilitator by handing out/collecting resources as directed
 - Please do not participate in the discussion by answering questions, interjecting or prompting.
 - However, please do assist to maintain discipline where the facilitator indicates it is necessary. We hope to keep students focussed and respectful, but we also want them to feel free to speak their opinions without fear.

- **Following up the program themes with students**
 - The teacher resource booklet (available for download on our website) offers classroom activities on themes related to the program, including stereotyping, prejudice, discrimination, racism, Holocaust, dissent, bystanders, bullying etc

- **Teacher AND student evaluations are an essential part of the program**

Teachers will receive an email following the completion of the program asking all teachers and students to complete two short and straightforward evaluations (one for students, one for teachers). **This is required by the Department of Education for our continued funding.**