

COURAGE TO CARE MYP Upstander Program for Middle Years students



TRANSFORMING BYSTANDER BEHAVIOUR TO UPSTANDER ACTION

Courage to Care is an educational program that transforms bystander behaviour by empowering participants to stand up against prejudice, discrimination and bullying. Activities open their eyes to the consequences of the negative impact of the bystander and provide them with practical tools for action.

Taking inspiration from real-life extraordinary acts of courage by ordinary people, our Upstander Programs motivate people to make a difference, creating real change in schools and communities.

Delivered by skilled and dedicated volunteers, our Upstander Programs promote acceptance of diversity within our community.

Upstander programs are offered at no cost to schools across Victoria. Our social enterprise delivers professional development for teachers.

Since 2000, more than 175,000 students have participated in our upstander programs in Victoria.

SYP OR MYP? HOW DO I CHOOSE?

The two programs are complementary. Younger students participate in the **Middle Years Program** and progress to the **Secondary Years Program** later in their education.

MYP introduces the concept of accepting diversity across society and the concepts of stereotyping, prejudice and discrimination.

SYP explores more thoroughly the dangerous escalation that begins with stereotyping and can result in hatred and genocide - and how to nip it in the bud.

WHAT HAPPENS IN WORKSHOPS

MYP Upstander Program for Years 5-7 is delivered in a 90-minute workshop in their classroom. Led by trained facilitators, students are guided on a journey to explore their own attitudes and actions and are provided with tools to help them develop more compassionate and thoughtful responses.

1 What students can expect

- Hands-on activities and group work
- To be challenged on their attitudes and behaviours.
- A Holocaust survivor's testimony of their rescuers' courage to care and the difference it made.

2 What they will learn

- How society influences the way we see and treat others
- Four critical terms: stereotyping, prejudice, discrimination, racism
- What it really means to be a bystander
- Practical tools to help them become upstanders
- That each person can make a difference

3 Curriculum enrichment

- Intercultural capabilities
- Personal and Social Capabilities
- Ethical Capabilities
- Cultural Practices and Cultural diversity
- Respectful Relationships
- Literacy

"The talk by a survivor was listened to in silence, although there were over one hundred students present. Attendance is free, yet the 'return' in information gained and discussion generated is massive." Teacher, Tintern Schools

"It engaged the students with real details, then took it further to make it matter. Excellent presenters, great materials, effective program." Teacher, Xavier High School Albury

"I believe this excursion to be one of the best I have experienced in 30 years of teaching." Teacher, Oberon High School

"I've realised today that you don't have to be powerful to do something like stand up for someone in trouble." Student, Werribee

"I thought the morning was brilliant and every school should hear the stories." Student, Richmond

ENQUIRIES AND BOOKINGS



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Recipient of Victorian Multicultural Commission Award for Excellence in Education 2013 and 2020.

'I always wondered why somebody doesn't do something about that. Then I realised I was somebody.'
Lily Tomlin

PRINCIPAL PARTNER



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Department of Education



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MYP – Middle Years Program

- ❖ Stereotypes and our world
Individual activity
 - What are stereotypes
 - How truthful are stereotypes
 - How they shape our ideas about people
 - Where do our ideas about the world come from

- ❖ Understanding racism and other forms of discrimination
Whole group activity
 - How racist ideas imply superiority
 - 'Us' and 'them'
 - Religious vs racist/cultural discrimination
 - Differences make us unique

- ❖ Holocaust survivor speaker
Testimony and student questions
 - Upstander power
 - How can we be upstanders? Practical suggestions to use when we see someone being treated badly.

- ❖ Progression of stereotypes, prejudice, discrimination
Small group activity
 - Understanding the concepts
 - Discrimination progression: how one step can lead to the next
 - Apply understanding of concepts to given scenarios

- ❖ Holocaust
Documentary and discussion
 - Introducing perpetrators, targets/victims, bystanders and upstanders
 - Impact: How do victims feel? How do bystanders feel?
 - What effect do bystanders have on perpetrators?

- ❖ Call to action
Upstander practice
 - Simple scenarios for students to practice how to act safely and build confidence