**Update 11 July 2024**

**PROGRAM SEQUENCE**The program outlines what the students are expected to learn. Each part flows logically into the next in a given sequence.

**Do we have a responsibility to be upstanders against discrimination?**

1. **Discrimination is** **pervasive**
2. **and it causes great** **harm.**
3. **It begins in seemingly insignificant ways and** **escalates.**
4. **We can act to mitigate** **harm,**
5. **yet most of us don’t act because we mistakenly believe being a bystander is** **neutral.**
6. **Acceptance that there is no neutral choice, that bystanders empower the perpetrator/ harm the victim, compels us to act (without risk to safety)**

***Yes, we have a moral responsibility to be Upstanders.***

**ACTIVITY (icebreaker)**

* What is discrimination
* Implicit ideas of superiority
* We’ve all been touched by it
* 4 key roles

**ACTIVITY (Scenario)**

* Victim & perpetrator experience

**PYRAMID OF HATE**

* Progression of biased behaviours
* Results of escalation
* All societies are on the slope

**GENOCIDE EXAMPLE**

* Documentary
* Strategies for dehumanisation
* How stereotypes lie and influence

**SPEAKER TESTIMONY**

* How discrimination escalated
* Righteous
* Empathy (Schindler, Cooper)

**NOT JUST HISTORY – IT IS NOW**

* Hakenkreuz

**ACTIVITY (Scenario)**

* Bystander choice & experience
* Bystander impact (triangle)
* Bystander harm

**ACTIVITY (Scenario)**

* Upstander support of victim
* Upstander disapproval of perp
* Create Upstanders
* What’s safe and easy?
* What’s unsafe?

**WRAP UP**

* Practice or bystander revolution
* Call to action
* Evaluations reminder

**SUMMARY OF THE SYP PROGRAM** *(cheat sheet template)*

*Template timed to take less than 90 minutes*

**PREPARATION**

* Check sound volume & reset video slide
* clear whiteboard - place emotions cards on whiteboard
* Brief and activate teacher (evaluations and student numbers)

**INTRODUCTION**  (3 mins)

**Slide 1** – key question we will examine in this workshop

* (Name tags) / Safe space/ No wrong answers
* Extend respect to each other - Students articulate agreement
* Acknowledgement of country / acknowledgement of gender
1. **DISCRIMINATION IS** **PERVASIVE** (6 mins)

**Slide 2** – Discrimination - **2 mins**

* What is it? Consensus understanding
* Discrimination infers superiority

**Slide 3** – ACTIVITY: We’ve all been touched by discrimination - **4 mins**

* (All begin standing)Ask three questions as one block: if you can answer yes to any of them – stay standing
*Point out numbers responding …. FACT: 1 in 3 (40%) Australian students Year 4 - 9 experienced discrimination at least once a week*
* Did anyone stand up for the victim? *Few upstanders*
* (All sit) What do you call someone who stands up?
* What do you call those who witness but don't act?
* Do you know anyone who makes racist jokes? (stand up)
*FACT: Two thirds of Australians have a friend, relative or workmate who tells racist jokes*
* Common responses? Awkwardness; we let it slide; we stand by

**Slide 4** – Key roles

* Already mentioned but let’s define

**2. DISCRIMINATION CAUSES GREAT HARM** (8 mins)

**Slide 5** – ACTIVITY: introduce victim & perpetrator experience **– 1 min**

* Separate students into groups & read out slide
* Screen selected scenario from **slide 30 to slide 37**

**Slide 6** – Victim & Perp questions (read out slide) **- 7 mins**

* Hand out Emotions reference sheet – tell them HOW MANY RESPONSES you want
* Unpack each question separately: Who is making victim/perp feel this way? Who is betraying/supporting/isolating/validating? etc

**3. IT BEGINS IN SEEMINGLY INSIGNIFICANT WAYS AND ESCALATES** (19 mins)

**Slide 7** – Pyramid of hate – **5 mins**

* Where does it all start?
* Progression and its result: Why stereotype at the bottom/genocide at top? Why this shape?
* Definitions (ANIMATE)
* Where do discriminatory ideas come from?
* We all use stereotypes (examples) – Why is stereotyping a problem?
* Not all stereotypes lead to genocide, but all genocides start with words, stereotyping
* Where are we/our community/our society?

**Slide 8** – key question and segue to video – **30 secs**

* We’re going to examine discrimination, bullying and racism and figure out how and why people choose to be bystanders or upstanders.
* As you watch focus on how things got worse for Jewish people over time

**Slide 9**-– Holocaust documentary - **8 mins**

**Slide 10** – How did they do it? – **1 min**

**Slide 11** – Strategies for dehumanisation – **4 mins**

* “Us” and “Them” creating an artificial divide

**Slide 12** - Jewish faces – **1 min**

* What do these people have in common?
* Lies and influence: What does this tell us about stereotypes? How truthful are they?.

**4. WE CAN ACT TO MITIGATE HARM** (28 mins)

**Speaker** – screen two speaker slides – **20 + 2 mins**

* Questions? If no students, throw to teacher (prepare your own in advance)

**Slide 14** – Righteous - **1 min**

* 28,000; all types of people; took risks and saved others
* ANIMATE Why did they do it? (empathy, stick it to Nazis, religious faith)

**Slide 15** – Oscar Schindler /William Cooper - **2 mins WARNING:** image of indigenous person who has died.

* Schindler: Got to know them so could no longer dehumanise them
* Cooper knew what discrimination felt like; saved no one – but still did what he could
* Empathy

**Slide 16 -** Nazis at rally - **2 mins**

**SEGUE** Happened in Europe 90 years ago but this kind of hate and racist beliefs not relegated to history.

* Where & when was it/who are they?
* What is their message? Do you recognise this symbol and the salute?

**Slide 17 -** swastika/Hakenkreuz– **2 mins**

* Difference bw symbols; cultural misappropriation
* ANIMATE slide: Bans 2022 Vic symbols; 2023 Vic salute; 2024 both banned across Australia

**Slide 18** – Not just history –occurs here, now

**Optional: brain break** – **3 mins**

**5. WE DON’T ACT BECAUSE OF MISTAKEN BELIEF THE BYSTANDER IS NEUTRAL** (9 mins)

* Groups or pairs?

**Slide 19** – EXERCISE Bystanders – **4 mins**

* Has anyone been a bystander? (I have – I froze/didn’t know what to do/scared/etc)
* Who are bystanders in scenario?
* Students discuss 3 questions

**Slide 20** – bystander triangle (read aloud) – **4 mins**

* Debrief questions one at a time
* As a bystander, if you see everyone else is doing nothing, how does that affect what YOU decide to do?

**Slide 21** – Responsibility for harm (read aloud) – **20 secs**

* Is a bystander neutral?

**Slide 22** – Return to key question (read aloud) - **10 secs**

**6. ACCEPTANCE THAT BYSTANDER EMPOWERS PERP/HARMS VICTIM COMPELS US TO ACT -** (10 mins)

* Groups or pairs?

**Slide 23** – ACTIVITY: Upstanders(read aloud) – **30 secs**

* Laminated sheets or Upstander Toolkit to students
* Whiteboard marker to teacher

**Slide 24** – Upstander questions (BE SAFE message) – **8 mins**

* Reveal one question at a time
* Select a group to read out their answers / Check if any other group has further to add
* Debrief: what effect would this have on victim/perp? What effect on others? How does victim feel now? How does per feel now?

**Slide 25 –** Upstander triangle (quick summary) empowers/disempowers – **30 secs**

**WRAP UP** (6 mins)

Select a slide : final practice **Slide 33 – 37** or Bystander Revolution **Slide 26** – **2 mins**

**Slide 27 -** return to key question We’ve reached the end, what’s your answer (stand up body poll) – **3 mins**

* Your call to action – one take away / one thing you learned / what will you say to your parents if they ask what you did today… (around the room)

**Slide 28** - Quote and evaluations requirement – **1 min**

* You are somebody. You have the power to make a difference. Don’t give away your power to perpetrators
* Pls complete evaluation.