

SLIDE 1

Do you have the Courage to Care?

Courage to Care Middle Years Program



11-07-2024

WELCOME

- i. Acknowledgement of country
- ii. Agree to be respectful
- iii. Acknowledgement of gender
- iv. Introduce team

SLIDE 2

What you will learn



How we look at the world and
what influences us



To be aware of the dangers of
prejudice and discrimination



How you can be an Upstander
Every person can make a
difference, if only in a small way



INTRODUCTION

- Program intro: 90 minutes, activities, film, discussion
- Some statements that you might find offensive. examples of difficult issues that are important to talk about, and we don't necessarily agree with them
- Warning: possibly distressing material – talk to teacher
- no wrong answers, no tests

1. We label people based on assumptions that may not be true

Stereotype myth-busting

- i. **Stereotypes are simplistic labels**
- ii. **Stereotypes are not truthful**
- iii. **Stereotypes can be hurtful**

ACTIVITY 1

- agree/disagree grids and pens
- Individual activity, no right/wrong

SLIDE 3

Statement 1

Boys don't cry.



1. We label people based on assumptions that may not be true

- All boys?
- Why do people cry? / pain / emotion /
- Do boys feel those things?
- Don't they cry when they feel those things?
- Age?
- Dads, brothers, uncles, grandads?
- What if they cry?

SLIDE 4

Statement 2

Girls are obsessed with their physical appearance.



1. We label people based on assumptions that may not be true

- All girls?
- In all situations?
- Do boys want to look nice sometimes?
- are girls interested in other things?

SLIDE 5

Statement 3

Old people don't understand technology.



1. We label people based on assumptions that may not be true

- What is technology? Different kinds? The tech that operates power stations?
- All old people?
- What about old people who have invented some of that technology?
- What about old people who have had careers in technology?
- Do all young people understand technology? All technology?

SLIDE 6

Statement 4

People with disabilities are brave and courageous.



1. We label people based on assumptions that may not be true

- All people with disabilities?
- Babies with a disability?
- Different disabilities?
- Born with vs acquired disabilities? Eg losing hearing/sight etc
- What does brave & courageous mean?
- Allowed to be scared, sad, angry, disappointed?

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Statement 5

Teenagers are addicted to social media.



1. We label people based on assumptions that may not be true

- All teenagers?
- Are there some teenagers who don't use social media?
- What happens when teenager turns 20?
- Are any older people addicted to social media?
- Is it fair to pick out only teenagers?

SLIDE 8

Statement 6

People with mental health issues are scary.



1. We label people based on assumptions that may not be true

- What is a mental health issue?
 - affect thoughts, mood, behaviour, perception of the world
- Anxiety, (agro)phobias, depression, eating disorders, trauma-related disorders
- Are they all scary?
- What do you mean by scary?
- What happens if we label someone as scary because of a health issue?

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Statement 7

Asian people are good at maths.



1. We label people based on assumptions that may not be true

- Where is asia? Many countries
- All Asians? Millions of people, all ages, all jobs, all levels of education..
- what if a person is from one of those countries and is no good at maths – not Asian?
- If not good at maths and everyone expects you to be...how would you feel?

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Statement 8

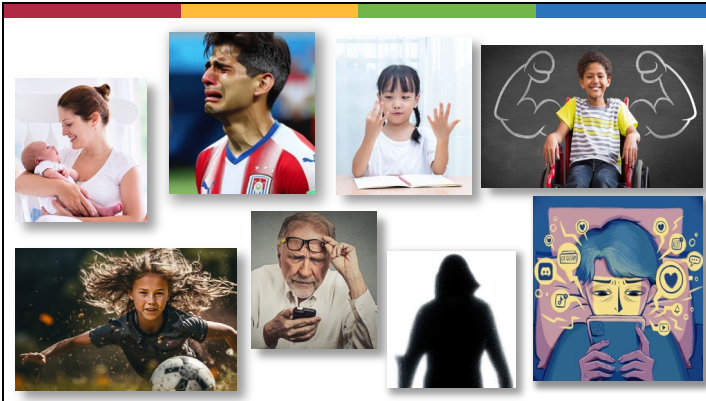
Women are good at nurturing children.



1. We label people based on assumptions that may not be true

- All women?
- What about a woman who has never had to look after a baby?
- What about men? Dads? Grandads?
- Implications: men in nursing, women with careers, paternity leave etc

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1. We label people based on assumptions that may not be true

Systematically myth-bust 2-3 stereotypes

- Stereotypes are simplistic labels**
- Stereotypes are not truthful**
- Stereotypes can be hurtful**

ACTIVITY 1

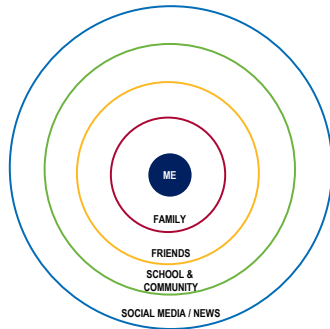
- Who agreed with 1? Who disagreed? With 2?...with 8?
- Why did we all answer differently?
- What are these ideas called?
- What are we doing when we label a person?
- There's a name for these kinds of statements: what it is?
- Where do stereotypes come from?

2. These assumptions are absorbed from people and influences around us

- influenced from birth by parents/carers**
- people we don't even know (social media, celebrities, politicians)**
- Those people can be wrong, misguided, misinformed or even malicious.**
- How do we know something is true?**

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Where do my ideas of the world come from?



2. These assumptions are absorbed from people and influences around us

- i. influenced from birth by parents/carers
- ii. people we don't even know (social media, celebrities, politicians)

- Who helps us understand the world around us?
- What sort of things do we learn about from them?
- As we grow older?

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Are the ideas we accept always true?



2. These assumptions are absorbed from people and influences around us

- iii. Those who influence us can be wrong, misguided, misinformed or even malicious.
- iv. How do we know something is true?

- We can all be wrong sometimes. Are the people who influence us always right?
- Should we believe something just because someone tells us it's right? If we read it somewhere? Social media? Is a friend's opinion always right?
- How can we know that an idea is wrong?
- How can we test ideas?

3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

- i. Define 4 terms
- ii. understand how they overlap, and escalate
- iii. thought leads to feeling leads to action
- iv. different kinds of discrimination, eg racist stereotype, sexist prejudice
- v. Identify stereotyping, prejudice, discrimination

ACTIVITY 2: DEFINE 4 CONCEPTS

- Instructions for groups, then unpack individually
- Ask one group to volunteer their answers
- Which other groups had this definition?
- Who matched it with a different definition? Which one?

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Stereotyping

A simplified **idea or assumption** that ignores individual differences.

A THOUGHT

3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

- i. Define 4 terms

SLIDE 15

Prejudice

An **attitude** toward or **judgement** about someone made without considering all the facts.

A FEELING

3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

- i. Define 4 terms

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Discrimination

Unfair treatment because of disability, religion, culture, appearance, gender or social group.

AN ACTION

3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

- i. Define 4 terms

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Racism

A **belief** that some people are better than others because of their skin colour, where they come from, or their culture or beliefs.

One form of stereotyping/prejudice/discrimination

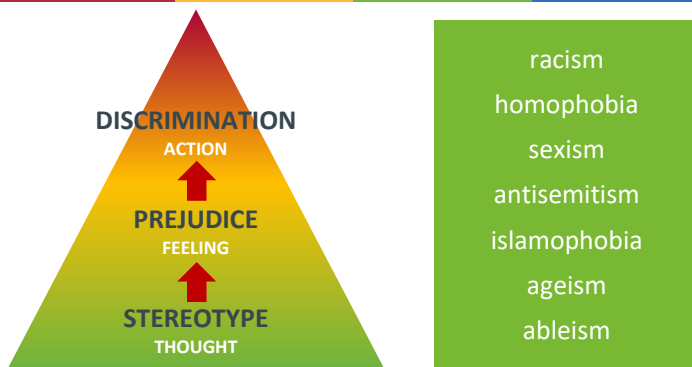
3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

i. Define 4 terms

Racism:

- Why people are racist?
- Have you ever felt that you have been negatively labeled?
- How did this make you feel?

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3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

ii. understand how they overlap, and escalate

iii. thought leads to feeling leads to action

iv. different kinds of discrimination, eg racist stereotype, sexist prejudice

- Explore overlaps between concepts.
- thought leads to feeling leads to action
- Why do we use stereotypes? Can they be useful?
- What happens when we accept stereotypes without thinking about them? Us and Them
- Have you ever felt you have been negatively labeled? How did this make you feel?
- Racism is well-known type of discrimination. There are other types.
- All discrimination includes belief of superiority of one group relative to another.
- Why are people racist? Where do racist beliefs start?

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3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

v. Identify stereotyping, prejudice, discrimination

ACTIVITY 3: core terms around the room

Provide opportunity for kids to change their minds.

- Describe this image
- What are they feeling or thinking?
- Is there anyone sticking up for her? Why?

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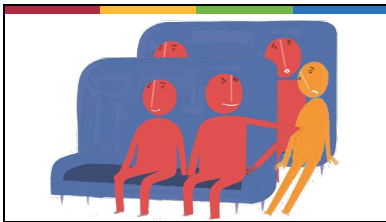


3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

v. Identify stereotyping, prejudice, discrimination

- Describe this image
- How do you know it's a boy/a girl?
- Compare: short/long hair; eyelashes
- Where did this idea/stereotype come from?
- What happens if the two kids want to play together and share the toys?
- What if they want to swap toys?

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3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

v. Identify stereotyping, prejudice, discrimination

Introduce the question of whether something can be done to change the situation

- Describe this image
- What does body language tell you about what they are thinking/feeling?
- One looks unhappy; what could that red person do?

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3. These ideas affect how we think, feel and act towards others (via stereotyping, prejudice, discrimination)

v. Identify stereotyping, prejudice, discrimination

Introduce the question of whether something can be done to change the situation

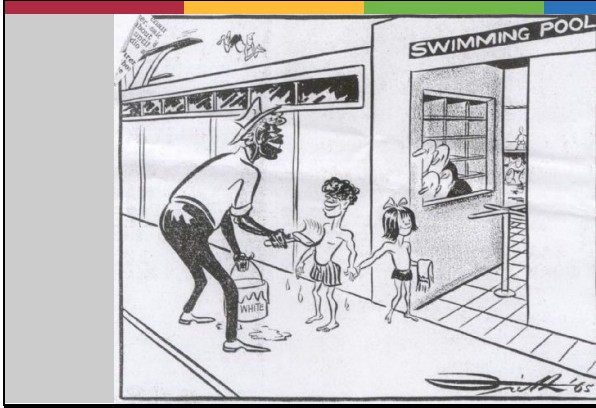
- Describe this image
- Why leaving him out?
- What is their assumption? Is it true?
- Can they include him?

4. People who are labelled in this way can be seriously harmed.

Understand through real life progression to discrimination

- Australia**
- Holocaust**
- Documentary**

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4. People who are labelled in this way can be seriously harmed.

i. Australia

- What do you see? When was it drawn? In what country?
- Why are kids being painted? What difference does their colour make?
- What would happen if Indigenous and non-Indigenous kids swam together?
- Why is this discrimination and not prejudice?
- Why is this racist discrimination not just racism?

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4. People who are labelled in this way can be seriously harmed.

ii. Holocaust

- What do you see?
- Who is in danger? Why would they be in danger?
- Can you tell someone's religion by their swimwear? What is the danger of Jewish and Christian people together on the beach?

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4. People who are labelled in this way can be seriously harmed.

ii. Holocaust

- What do you see?
- Why wearing yellow stars?
- Do you think they chose to wear them? Who made them do it?
- Why do you think they wanted to label them?
- Without yellow stars, could you tell their religion?
- What would happen if other people didn't know they were Jewish?

Do you have the Courage to Care?

A Courage to Care Middle Years Program



4. People who are labelled in this way can be seriously harmed.

iii. documentary

(video starts with a pause at the beginning – be patient)

5. We can stop or reduce the harm of discrimination

- i. Identify 4 roles: victim, perpetrator, bystander Upstander
- ii. Bystanders always have a negative impact (not neutral)
- iii. Upstanders have a positive impact even if they can't solve the whole problem

Welcome our Speaker

5. We can stop or reduce the harm of discrimination

- iii. Upstanders have a positive impact even if they can't solve the whole problem

SPEAKER: experienced this but was helped to survive by upstanders



5. We can stop or reduce the harm of discrimination

- i. Identify 4 roles: victim, perpetrator, bystander Upstander
- ii. Bystanders always have a negative impact (not neutral)

- Identify roles
- Impact of bystanders:
How do perps feel?
How do victims feel? How do victims feel being surrounded by bystanders?
How do bystanders feel?
- Can you remember in video some things Upstanders did to help?

- Why do you think they did something? (Why do you think upstander in Speaker story decided to help?)
- Are there any Upstanders in this photo? Why not?
- What would they want to be careful of?

6. There are lots of SAFE ways to help
- i. you can make a positive impact without risking harm to yourself

ii. Direct/ Indirect (covert)

iii. Immediate/delayed

iv. Distract/diffuse

v. Support victim

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- School: v different situation but same roles
- How do the people in image feel?
 - Impact of bystanders on perp / victim
 - Are there any upstanders? Why not?
- POLL: Hands up if you
- Have a friend or sibling who was bullied, and no one helped?
How did you feel?
 - Have witnessed a bullying incident and someone else help the victim?
How did you feel?
 - Have ever witnessed a bullying incident where you didn't do anything but wished you did?
How did you feel?

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6. There are lots of SAFE ways to help
- i. you can make a positive impact without risking harm to yourself

ii. Direct/ Indirect (covert)

iii. Immediate/delayed

iv. Distract/diffuse

v. Support victim
- CALL TO ACTION: what could they do safely to:
- How could they help the victim feel better?
 - How could they let bully know they don't agree with them?
 - There are two bystanders; could they work together?
 - What WILL YOU DO next time you see something like this happening at your school?

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Wrap up

Video & summation:

- We now all know what can happen if we don't stand up to bullying and discrimination.
- There's always something you can do
- Always be civil
- Always stay safe

FINAL POLL

- Have you learned something new today?
(Thumbs up / stand up etc)
- Pat yourselves on the back!

EVALUATIONS REMINDER