

Do we have
a responsibility
to stand up when
people are discriminated
against or bullied?



Secondary Years Program

Courage to Care acknowledges the Aboriginal and Torres Strait Islander peoples as the traditional owners and custodians of the lands across Victoria where we deliver our Programs. We pay our respects to their ancestors and Elders past, present and emerging.



WELCOME

- Intro team / C2C
- Acknowledge country
- Respect (agreement)
- Validate gender non-binary
- TRIGGER WARNING: sensitive themes that you may find distressing or triggering make your teacher aware / seek further support
- include image and name of First Nations person who has died.

1. DISCRIMINATION IS PERVASIVE

- i. Common understanding of discrimination, including notions of superiority/othering; roles involved
- ii. All of us touched by discrimination
- iii. Responding to discrimination is hard
- iv. Introduce victim, perpetrator, bystander, upstander

1. DISCRIMINATION IS PERVASIVE

- i. Common understanding of discrimination, including notions of superiority/othering; roles involved

DISCRIMINATION

WHAT IS IT?

Excluded
Harassed
Refused service
Ridiculed
Abused
Bullied
Treated unfairly

ALL DISCRIMINATION IMPLIES THE SUPERIORITY OF ONE GROUP OVER ANOTHER

Because of... disability eg physical or learning age
race/ethnicity
language
gender eg male, female, trans
sexuality eg homosexuality
class
religion eg antisemitism, islamophobia

Do you **know anyone** who has been discriminated against;
or maybe you've **witnessed** racist bullying or other discrimination;
or maybe you've **experienced** discrimination at some time?

DISCRIMINATION

KEY ROLES

Perpetrator	bully, offender, wrongdoer, culprit
Victim	target, injured party
Bystander	witness, spectator, accessory
Upstander	ally, friend, hero, role model

1. DISCRIMINATION IS PERVASIVE

ii. All of us touched by discrimination

iii. Responding to discrimination is hard

- three questions as one block
- "if you can answer yes to any of them – stay standing"
FACT: more than 1 in 3 (40%) Australian students Year 4 - 9 experienced discrimination at least once a week (2019 theguardian.com)
FACT: More than 4 in 5 (80%) said they had witnessed it happen to someone else. (Human Rights Commission)
- Did anyone stand up for the victim?
- 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?
FACT: Two thirds of Australians have a friend, relative or workmate who tells racist jokes
- Purpose of a racist joke?
- Common responses? Awkwardness; we let it slide; we stand by: it's hard!

1. DISCRIMINATION IS PERVASIVE

iv. Introduce victim, perpetrator, bystander, upstander

- Key roles already mentioned but quick review
- spectator: not neutral

AN EXERCISE

Examine an incident of discrimination
or behaviour causing harm

consider the perspectives of all the roles
starting with the **VICTIM**, the **PERPETRATOR**

Work in small groups

2. DISCRIMINATION CAUSES GREAT HARM

- i. victim/perp emotional experience
- ii. Insight into bystander contribution to victim/perp emotional experience

2. DISCRIMINATION CAUSES GREAT HARM

- Groups
- read out slide
- Select scenario from slide 30 - 37

Question 1

What emotions or thoughts might the **VICTIM** experience?

Question 2

What emotions or thoughts might the **PERPETRATOR** experience?

VICTIM and **PERPETRATOR**

How do they each experience the situation?

- Two questions: tackle **one question at a time**
- Refer to the list of possible emotions
- Discuss as a group so everyone agrees on the choices made

2. DISCRIMINATION CAUSES GREAT HARM

- victim/perp emotional experience**
- Insight into bystander contribution to victim/perp emotional experience**

- instructions (time, responses, agreement, spokesperson per team)
- emotions ref sheet

- Who is making victim feel this way?

FACT: Brain wave patterns of emotional pain created by experiences of racism look the same as brain wave patterns caused by physical pain.

- Who is making perpetrator feel this way?

3. BEGINS IN SEEMINGLY INSIGNIFICANT WAYS AND ESCALATES

- Social normalisation: If unchallenged discriminatory ideas feed escalation**
- Individual's internal experience: thoughts progress to feelings then to actions**
- Australia's place on that slope**
- Dehumanisation follows a pattern with ultimate result of genocide**
- Dangerous power of stereotypes to perpetuate falsehoods and polarise society**

How does it start?

acts intended to annihilate an entire national, ethnic, racial or religious group

arson, vandalism, intimidation, beatings, rape

ACTION

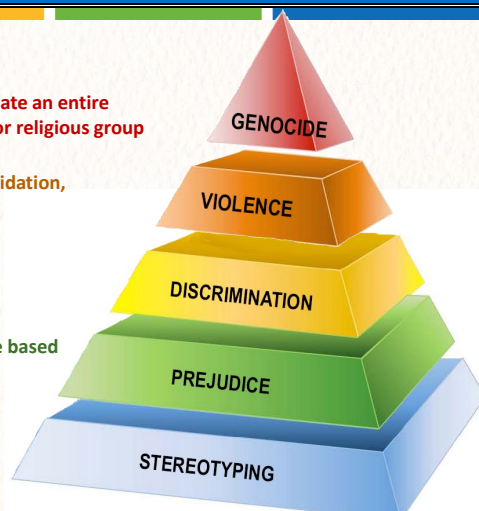
unfair speech or action based on prejudice

FEELING

pre-judging; an attitude based on stereotype

THOUGHT

labelling; a simplification that ignores differences



3. BEGINS IN SEEMINGLY INSIGNIFICANT WAYS AND ESCALATES

- Social normalisation: If unchallenged discriminatory ideas feed escalation**
- Individual's internal experience: thoughts progress to feelings then to actions**
- Australia's place on that slope**

- Why this shape? Why stereotype at the bottom/genocide at top?
- How does it all start? (Labels: words, stereotypes, jokes...)
- Where do we pick up those labels and ideas?
- We all use stereotypes – simplify complexity; survival
- Examples of stereotypes
- What's wrong with stereotypes?
- Not all stereotypes lead to genocide, but all genocides start with labelling
- Where are we/ Australia/our community/on the slope? (ref: icebreaker)

Do we have a responsibility to stand up when people are discriminated against or bullied?

Video of one example of what can result when discrimination escalates to violence and beyond.
The process and strategies are similar in all modern genocides

FOCUS ON: how the situation gradually got worse for the victims

3. BEGINS IN SEEMINGLY INSIGNIFICANT WAYS AND ESCALATES

iv. Dehumanisation follows a pattern with ultimate result of genocide

- one real-life example illustrates pyramid to the worst possible end point: genocide.
- Choice of Holocaust - Agreed by all international bodies; meticulous records; worst genocide in terms of the number of people who were murdered)
- Similar techniques used in all modern genocides
- methods mentioned in the documentary: How did Nazis do it? Start & progression? How did they dehumanise?

DOCUMENTARY

How did the Nazis turn the German population against their own Jewish citizens?

3. BEGINS IN SEEMINGLY INSIGNIFICANT WAYS AND ESCALATES

iv. Dehumanisation follows a pattern with ultimate result of genocide

- worked their way systematically up the pyramid to polarize/divide: Us and Them

PROPAGANDA POSTER
"He is to blame for the war!"



PICTURE BOOK
"The Poisonous Mushroom"



propaganda
scapegoating
stereotyping
dehumanising

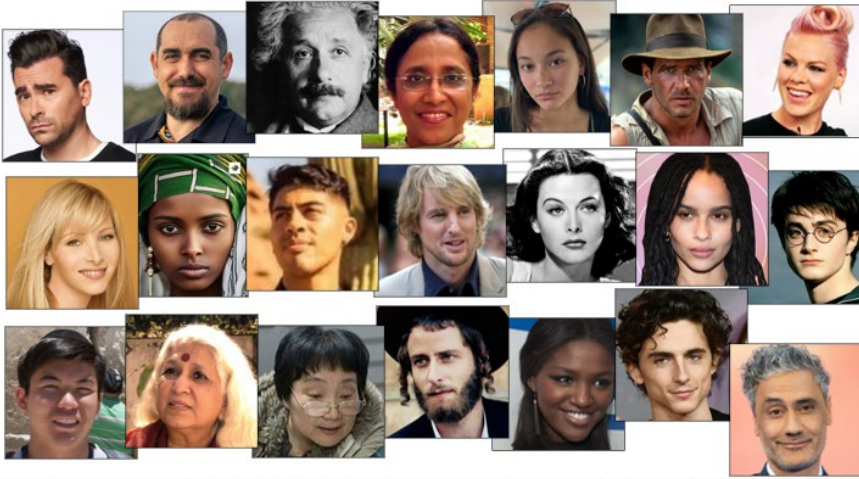
"US AND THEM"

3. BEGINS IN SEEMINGLY INSIGNIFICANT WAYS AND ESCALATES

iv. Dehumanisation follows a pattern with ultimate result of genocide

v. Dangerous power of stereotypes to perpetuate falsehoods and polarise society

- What do you see?
- What are you supposed to feel?
- What is the message?
- All strategies with ultimate aim of dehumanizing
- Similar process of dehumanisation in all modern genocides.
Eg Rwanda: hutu called tutsi cockroaches & snakes – dangerous vermin to be exterminated



3. BEGINS IN SEEMINGLY INSIGNIFICANT WAYS AND ESCALATES

v. Dangerous power of stereotypes to perpetuate falsehoods and polarise society

- What do they have in common?
- Compare reality to Nazi stereotype – how truthful are stereotypes?
- Come from all around the world (America, Australian First Nations, Caribbean, China, England, Ethiopia, France, Germany, India, Malaysia, Navajo-Apache, NZ First Nations, Vietnam, Yemen)
- Stereotypes v powerful : accepted without thinking and steer our behaviour - dangerous

4. WE CAN ACT TO MITIGATE HARM

- Upstander impact (victim, upstander, society)
- Action does not have to be overt or confrontational
- Action doesn't have to solve the whole problem
- Hakenkreuz vs swastika: don't confuse intent

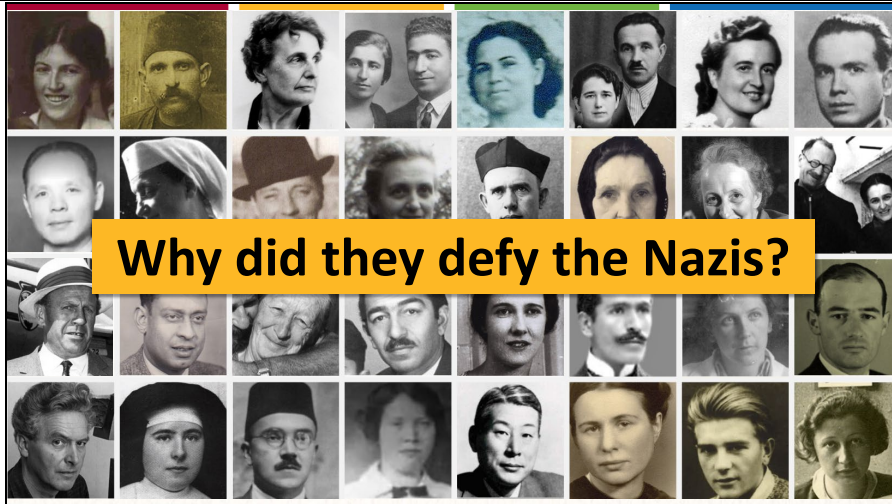
4. WE CAN ACT TO MITIGATE HARM

- Upstander impact (victim, upstander, society)

Speaker

Questions (teacher?)

SPEAKER



Why did they defy the Nazis?

4. WE CAN ACT TO MITIGATE HARM

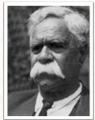
- ii. Action does not have to be overt or confrontational
- iii. Action doesn't have to solve the whole problem

- UPSTANDERS
Almost 28,000 people honoured
All religions, cultures, ages, sexes, walks of life
Diplomats, families, individuals
Alone, or with a network of support
More – but names unknown; deeds not recorded
- Why did they do it? Why did Upstander referred to by Speaker decide to help?
- What is the word the expresses our ability to understand how someone else feels?



OSCAR SCHINDLER
Nazi, German spy, gambler, hustler

Acquired a factory staffed by Jewish prisoners as slave labourers, ended up bribing German authorities so he could protect, house and feed his 'employees'.



WILLIAM COOPER
Yorta Yorta man & Indigenous rights activist

Read about the Nazi-sponsored anti-Jewish riots and led a delegation to the German Consulate to condemn the Nazi regime for the persecution of the Jewish people.

4. WE CAN ACT TO MITIGATE HARM

- ii. Action does not have to be overt or confrontational
- iii. Action doesn't have to solve the whole problem

EMPATHY

- Schindler - what changed his attitude?
got to know them as human beings
- Cooper – other side of the world, not personally affected
experienced discrimination
- Cooper's actions saved not one single person
gave it a go even though he couldn't solve the problem



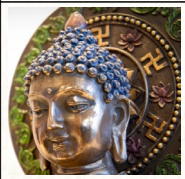
4. WE CAN ACT TO MITIGATE HARM

iv. Hakenkreuz vs swastika: don't confuse intent

Trans rights rally on Parliament House in Victoria, 2023

- What do you see? Where/when taken?
- What's the message?
- Don't make the mistake of thinking Nazis (& neo-Nazis) were only after Jews – targets included gay men, Catholics, Roma, anyone who did not fit their peculiar "Aryan race" ideal, intellectuals who dared to question them. Physically and mentally disabled people were rounded up and sent to death camps, as they could not be of service at work camps.
- genocidal hate is not just history
- Can anyone identify this symbol?

Swastika | symbol of wellbeing, peace and good fortune



Display of Hakenkreuz and salute to express support of Nazi ideology, to intimidate or instill fear, are banned in Australia

Hakenkreuz | symbol of hate and white supremacy

4. WE CAN ACT TO MITIGATE HARM

1. Hakenkreuz vs swastika: don't confuse intent

- What does it symbolise?
- intentional display of a *Hakenkreuz* as a symbol of Nazi ideology in a public place or in public view is criminal.
- banned as **symbols of hate** throughout Australia as of Jan 2024

**This has not been left behind in history.
Harmful and discriminatory behaviour still occurs.**

Let's look again in our own communities

5. WE DON'T ACT BECAUSE WE BELIEVE BYSTANDER NEUTRAL.

- i. We have all been bystanders
- ii. Bystander is never neutral; mere presence has an impact; always supports perpetrator by abdicating personal power
- iii. Societal and personal consequence of bystander is negative

SECOND EXERCISE

BYSTANDERS choose not to act

Qu 1: What messages do you think bystanders send to the victim?

Qu 2: What messages do you think bystanders send to the perpetrator?

Qu 3: What messages do you think each bystander sends to other bystanders?

Has anyone ever been a bystander?



5. WE DON'T ACT BECAUSE WE BELIEVE BYSTANDER NEUTRAL.

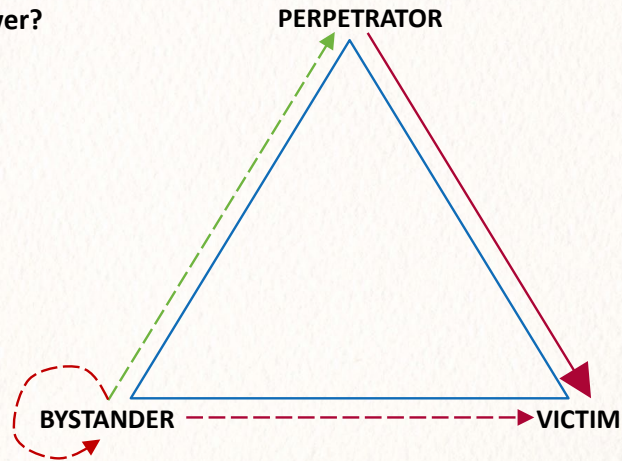
- i. We have all been bystanders
- ii. Bystander is never neutral; mere presence has an impact; always supports perpetrator by abdicating personal power
- iii. Societal and personal consequence of bystander is negative

- If never been a bystander, sit
- We've just seen that it's possible to do something to help in even the why do people choose to be bystanders?
- admit to your obstacle: froze / fear / didn't know what to do / myob
- Validate: it's common.

ACTIVITY

- create groups/instructions/ time
- Think/huddle/share
- What did you decide?
- Anything else? Agreed?

Where is the power?



5. WE DON'T ACT BECAUSE WE BELIEVE BYSTANDER NEUTRAL.

iii. Societal and personal consequence of bystander is negative

Power dynamic

- Who has power?
- Who is disempowered?
- Who is empowered?
- Who is moving that power around?
- Bystanders usually outnumber perpetrators; who really has the power?

**Who is responsible
for the harm experienced
by the victim?**

5. WE DON'T ACT BECAUSE WE BELIEVE BYSTANDER NEUTRAL.

iii. Societal and personal consequence of bystander is negative

- So, is a bystander neutral?

6. ACCEPTANCE THAT BYSTANDER IS NOT NEUTRAL COMPELS US TO ACT (SAFETY)

- Everyone can make a difference by choosing not to abdicate personal power
- You don't need to solve the whole problem
- Many ways to act: direct, indirect, delayed, distract
- Societal and personal consequence of Upstander is positive

IF YOU AGREE
a bystander affects everyone
and has a negative impact

DO YOU AGREE
There is a responsibility to stand up?

SO what can we do?

6. ACCEPTANCE THAT BYSTANDER IS NOT NEUTRAL COMPELS US TO ACT (SAFETY)

- i. Everyone can make a difference by choosing not to abdicate personal power

THIRD EXERCISE



Step into the shoes of a **person who has decided to do something**

- Same incident
- Refer to possible upstander actions
- Choose responses that are **SAFE** and **MAKE SENSE** in that situation
- Your group works together to agree on the actions chosen.

6. ACCEPTANCE THAT BYSTANDER IS NOT NEUTRAL COMPELS US TO ACT (SAFETY)

- i. Everyone can make a difference by choosing not to abdicate personal power
- ii. You don't need to solve the whole problem
- iii. Many ways to act: direct, indirect, delayed, distract

Aims of action

- Upstander support of victim
- Upstander disapproval of perp
- Create Upstanders

Methods

- direct (overt) action/ indirect (covert) action
- immediate action / delayed action
- distraction / diffusion

Focus on **UPSTANDER** action



1. What could you do to **support the victim?**
2. How could you signal **disapproval to the perpetrator?**
3. How could you **encourage other bystanders** to act?

What could you do if it happens **online?**

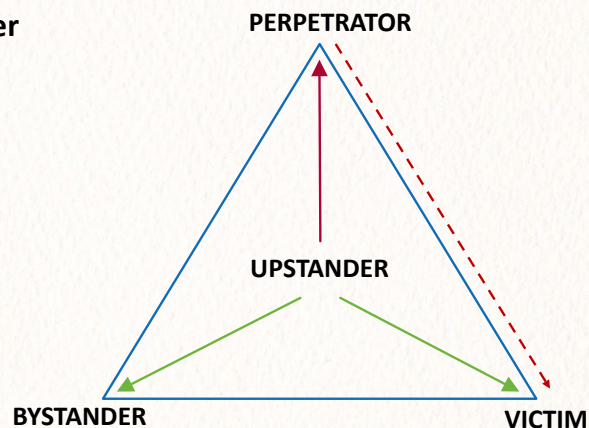
6. ACCEPTANCE THAT BYSTANDER IS NOT NEUTRAL COMPELS US TO ACT (SAFETY)

- i. **Everyone can make a difference by choosing not to abdicate personal power**
- ii. **You don't need to solve the whole problem**
- iii. **Many ways to act: direct, indirect, delayed, distract**

Multiple impacts:

- Supporting victim – how does that effect perpetrator / bystanders?
- Signalling disapproval to perpetrator – how does that effect victim / bystanders?
- Who is the priority?
- What is safe and easy?
- What choices might be unsafe? Why? Consequences of unsafe choice?

Upstander power



6. ACCEPTANCE THAT BYSTANDER IS NOT NEUTRAL COMPELS US TO ACT (SAFETY)

- iv. **Societal and personal consequence of Upstander is positive**

Power dynamic

- Who is disempowered?
- Who is empowered?
- What about the positive impact on the Upstander, the person who acted?

Bystanders

6. ACCEPTANCE THAT BYSTANDER IS NOT NEUTRAL COMPELS US TO ACT (SAFETY)

- i. Everyone can make a difference by choosing not to abdicate personal power
- ii. You don't need to solve the whole problem
- iii. Many ways to act: direct, indirect, delayed, distract
- iv. Societal and personal consequence of Upstander is positive

OPTIONS

- A very quick practice scenario
- Bystander Revolution to bring it all together
- Both (time dependent)

Do we have a responsibility to stand up when people are discriminated against or bullied?

WRAP UP

- Goal: to provide realistic, useful tools for encountering discrimination or bullying so you can act in a way that is safe for you.

POSSIBLE BODY POLL

- Ask students the first/final question: If you answer yes – stand up/hands up

CALL TO ACTION:

- share one practical, realistic upstander action that you feel you could adopt and use next time

OR

- If someone asks you – friend, parent - how will you summarise what you learned today?

EVALUATIONS

Please tell us what you think of the program!

Anonymous survey takes 5 minutes

Type into your browser
surveymonkey.com/r/NTVGVR7

I said
"somebody should do
something about that."

Then I realized
I am somebody.

Lilly Tomlin