 Sample resources for Stronger together program

Diversity – matching activity (literacy)

Draw a line to match the type of diversity with the correct definition. Then draw a line from the definition to the matching example of diversity

| Type of diversity | Definition | Example of diversity |
| --- | --- | --- |
| gender | The location where people live | An inexpensive training course so that people from diverse backgrounds can attend |
| cultural | A range of different age from young to old | Having a policy in place that allows for non discrimination of those of varied sexuality |
| socioeconomic | Male, female or gender non-specific | A conference inviting attendees from many different countries |
| geographical | Financial and social position compared to others | Installing a wheelchair ramp to a building so people in wheelchairs can enter |
| disability | Speaking different languages | A workplace where people from many different races and ethnic groups work |
| sexuality | Differences in physical and mental conditions and capacities | Respectful conversations between religious leaders |
| language | Heterosexual, same sex attracted, bisexual, transgender, asexual | Students speaking languages other than English in the playground |
| age | Followers of different beliefs or having no faith based beliefs | Teenagers visiting a retirement village to work with the aged |
| religious | Racial or ethnic background | A school attended by equal numbers of male and female students |

Racist behaviours in a school context

Copy x 6, cut out and laminate

| Telling ethnic jokes | Making fun of other people’s clothes or food | Wearing badges or insignia eg swastika |
| --- | --- | --- |
| Making stereotyped statements about particular ethnic or cultural groups | Refusing to work or mix with students and people of particular cultural or religious background | Refusing to sit next to students from a different cultural or religious background |
| Students forming ‘gangs’ based on ethnicity | Using offensive terms to describe people of different cultural or religious background | Making fun of people’s accents or names |
| Using words or images that cause offence or hurt towards certain groups | Not allowing students to speak their first language at school | Students picking on or bullying students from different cultural or religious groups |
| Lower educational outcomes for students of some cultural groups than from others | Teachers having lower expectations of students from some cultural groups than others | Writing graffiti or slogans directed against particular ethnic or cultural groups |

| Excluding peers from social groups, based on their culture or religion | Saying “why don’t you go back to where you came from ?” | Mimicking the accents or gestures of people from different ethnic or cultural groups |
| --- | --- | --- |
| Allocating tasks (to students or teachers) according to their culture or religion | Not respecting the cultural and religious traditions of others | Making fun of the physical appearance of people from different cultural or religious groups |
| Making judgements about a person’s language ability according to their accent | Teachers using examples that show stereotyped views of a particular cultural or religious group | Forcing students to participate in activities that conflict with their religious beliefs |
| Not reporting racist behaviour to a teacher | Making assumptions about people’s abilities based on their cultural or religious background | Intimidating behaviour towards people from different cultural or religious backgrounds |
| Making assumptions about family values of people from particular cultural or religious backgrounds | Ignoring someone being racist in the playground to another student | Wearing clothes such as Tshirts with slogans against a particular cultural or religious group |

Possible categories – physical assault and or harassment, verbal abuse, threats, ridicule, stereotyping, racist propaganda, incitement of others, refusal to co-operate, institutional racism, bystander racism, cyber racism

Danny’s restaurant activity

Aim

* To examine the concepts of stereotyping
* To raise awareness of assumptions that underlie stereotypes

Preparation

Cut profile sheet into 6 separate profiles depending on school context you could modify the profiles.

How it works

1. Read out the following scenario

Danny’s restaurant is full of customers. The owner discovers that a bag of money has been stolen from an area that only staff have access to. The owner suspects that they employee responsible for taking the money is still in the restaurant as nobody has left in the last 30 minutes and Danny saw the money 20 minutes ago.

1. Nominate 6 students to act as the employees and hand each of them a profile. The rest of the class can be the other patrons.
2. The 6 students introduce themselves, using the information in the profile.
3. Invite the ‘diners’ to ask the employees questions to try to determine which one may be guilty. The employees improvise the answers.
4. After a period of questioning, the diners, in small groups (4-5) are asked to discuss the information provided and reach consensus on who the guilty employee is.
5. Each group presents their decision and reasoning to the class.
6. The true culprit is revealed.
7. Lead a whole class discussion on stereotyping, asking students to reflect on their own thinking rather than reporting on what other people had to say in the small group discussion.
   * Did we stereotype some the people? How?
   * What assumptions did we make about individuals?
   * What sort of things cause us to stereotype people?
   * How might it feel to be stereotyped?
   * Are stereotypes accurate or do they cause us to believe things that aren’t based on fact?
   * How do stereotypes develop?

Profile sheet

Name: Paulie

Age:16

Gender: Male

Background: Paulie left school 3 months ago because his mother needed him to help earn some money after his father returned to a Northern Territory outback community. He has been working 6 days a week at the restaurant as a kitchen hand and waiter.

Name: Sally

Age: 19

Gender: Female

Background: Sally has been working at the restaurant for the past 14mths as a waitress. Danny leaves her in charge on Sundays and Mondays. Sally has a charming personality and gets on well with customers.

Name: Liz

Age: 54

Gender: Female

Background: Liz worked for Danny for the last 2 years as his assistant chef. She only works part-time as she also cares for her grandchildren while their parents work. Liz is reliable but sometimes argues with Danny and other staff.

Name: Hyun Jin

Age: 27

Gender: Female

Background: Hyun Jin works for Danny on a casual basis. She is not allowed to work on Sundays due to her religious commitments and is often unavailable on Saturdays because of her large Korean family get-togethers. Hyun Jin gets along well will all staff and customers but sometimes has difficulty communicating due to level of English.

Name: Bilal

Age: 18

Gender: Male

Background: Bilal was working as a waiter but lately has been working as a kitchen hand due to some customers who refuse to be served by ‘that extremist’. Bilal is hard working but has trouble getting time off on Fridays to attend the Mosque as his religion instructs.

Name: Andrew

Age: 36

Gender: Male

Background: Andrew has been working at Danny’s as head chef for the last 7 years. He is friendly with all the staff and often laughs and jokes. His meals are famous in the town.

Not to be revealed: Andrew has been stealing money from the restaurant for the past few months because Danny won’t agree to increase his salary.

Stepping out reflection 1 (literacy activity)

Who was your character?

Highlight the reasons below that influenced your decisions to move forward or backwards?

* Character’s cultural background
* Character’s religious beliefs
* Character’s sexuality
* Character’s gender
* Character’s geographical location
* Society’s attitude

What could you do to help people from diverse backgrounds?

Stepping out reflection 2

Who was your character?

Explain why everyone was standing in different positions? What does this mean?

How do you feel about the experiences of the character on your card after being in their shoes?

How could you work with others to be more supportive of people from diverse backgrounds?

Stepping out reflection 3

Who was your character?

After doing this activity, which sexuality do you think has the most power in our society? Why do you think this is the case?

In what ways ins this power demonstrated in everyday life? For example, society’s attitudes, bullying, homophobia, laws and so on.

What are the implications for people living in these situations? What impact do you think this has on their physical, social and emotional wellbeing?