

# Being Me : Knowing You

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Student Workbook

*Student Workbook*



**Australian  
Human Rights  
Commission**

everyone, everywhere, everyday



*Where language  
and culture  
come together*



# Being Me: Knowing You

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A teaching resource about human rights for 11-15 year olds enrolled in community language schools

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## Disclaimer

Please be aware that this resource may contain the names or images of Aboriginal and Torres Strait Islander people who may now be deceased. This may cause distress to some readers.

Information about this resource can be found at the Australian Human Rights Commission website at: [www.humanrights.gov.au/education/being\\_me\\_knowing\\_you](http://www.humanrights.gov.au/education/being_me_knowing_you). Also in electronic format on the Community Languages Website at [www.communitylanguagesaustralia.org.au](http://www.communitylanguagesaustralia.org.au)

For further information about the Australian Human Rights Commission, please visit: [www.humanrights.gov.au](http://www.humanrights.gov.au) or email [paffairs@humanrights.gov.au](mailto:paffairs@humanrights.gov.au).

You can also write to:

Public Affairs  
Australian Human Rights Commission  
GPO Box 5218  
Sydney NSW 2001

*'Social Justice is what faces you in the morning. It is awakening in a house with an adequate water supply, cooking facilities and sanitation. It is the ability to nourish your children and send them to school where their education not only equips them for employment but reinforces their knowledge and appreciation of their cultural inheritance. It is the prospect of genuine employment and good health: a life of choices and opportunity. A life free from discrimination.'*

*Mick Dodson  
Social Justice Commissioner (1993 - 1998)*

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# Student Workbook

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## Foreword

Human rights are something that every person deserves.

When respect, tolerance, caring and an awareness of each other are the norm in society, life is a pleasure for all concerned. Moving away from any of these causes discomfort, sadness, fear and uncertainty.

To ensure we all feel comfort and warmth in our everyday lives, we must work at it. When an athlete prepares he or she not only trains but also learns about his or her body, the mechanics of its workings and how to improve performance and efficiency. They have to work on it.

The same relates to human rights. The more we discuss, learn, explore and better understand its implications the better we become at it.

Each of us has a sphere of influence, wherever we are, whoever we are. Our actions, our words, our leadership and thoughts can impact on those around us. It is not only those who hold public leadership positions who have influence. Everyone of us is empowered to influence.

So when it comes to human rights, this project is not only about raising awareness, but also about empowerment, about giving you the power in your sphere of influence to make society a better place.

This project is focussed and provides strategies and suggestions. It is a practical hands on guide. Community languages schools are strong promoters of social inclusion and harmony. They create great opportunities not only to promote issues of human rights but also live in an environment where these rights are recognised, respected and practised. In short, they form the norm.

Through community language schools there is the opportunity to open the minds and spirit of young people, give them a strong set of values that will see them through life. Students are encouraged to be role models for others. For this to happen students need the tools. This Project provides part of that overall toolkit.

Community Languages Australia appreciates the Australian Human Right's Commission's confidence in forming this partnership. It also acknowledges the efforts of Dr Teresa De Fazio, the writer, the commission staff and the Project Advisory Group who provided direction and the many teachers, students and community leaders who provided feedback.

This is an excellent resource that will assist in shaping informed attitudes to human rights as they apply in Australia.

Stefan Romaniw OAM  
Executive Director  
Community Languages Australia

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## Introduction to the materials

### Student Information

This learning resource has been designed to assist you in developing your language skills while you work with some real life issues. Your language skills are now of a high enough standard to enable you to tackle communicating about real, authentic issues.

This resource has been specially written to look at the question of human rights as these underpin everything we are and everything we do, no matter where we live. Human rights: Everyone, everywhere, everyday.

### Why do I need to work with my family?

You will be working with the teacher and your classmates through a number of activities during class time. There are some activities for you to do at home with members of your family group.

The topic of human rights is important and it will help to work with family members. This will give you the opportunity to share ideas and perspectives with people who mean the most to you and are part of your own life. They will be able to participate in the resource and may take advantage of the learning too.

Think about times when your family comes together as a group so that you can work on some of the home learning tasks in your Student Home Learning Resource Book (usually 30-60 minutes once a week). This might be after dinner or after evening prayer time.

### Preparatory task

#### Task 1

Go to your Student Home Learning Resource Book and insert appropriate times to work with my family members, and who these members might be.

# Unit One Being Me: Knowing You

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## Identifying countries

### Activity 1

Look at the map your teacher has provided.

- a. Locate Australia.
- b. Locate the countries where your family has come from (if applicable)

### Activity 2

#### Knowing our classmates

Ask five different classmates about the friends they know that come from other countries.

Complete the student survey below.

Name	knows people from the following countries:	
1. Australia	4.	7.
2.	5.	8.
3.	6.	9.

Name	knows people from the following countries:	
1. Australia	4.	7.
2.	5.	8.
3.	6.	9.

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1. Australia	4.	7.
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Name	knows people from the following countries:	
1. Australia	4.	7.
2.	5.	8.
3.	6.	9.



# Unit One Being Me: Knowing You

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## Activity 3

Mapping my friends

Look at the map of the world. Locate the countries mentioned in the survey.

## Activity 4

Bar Chart

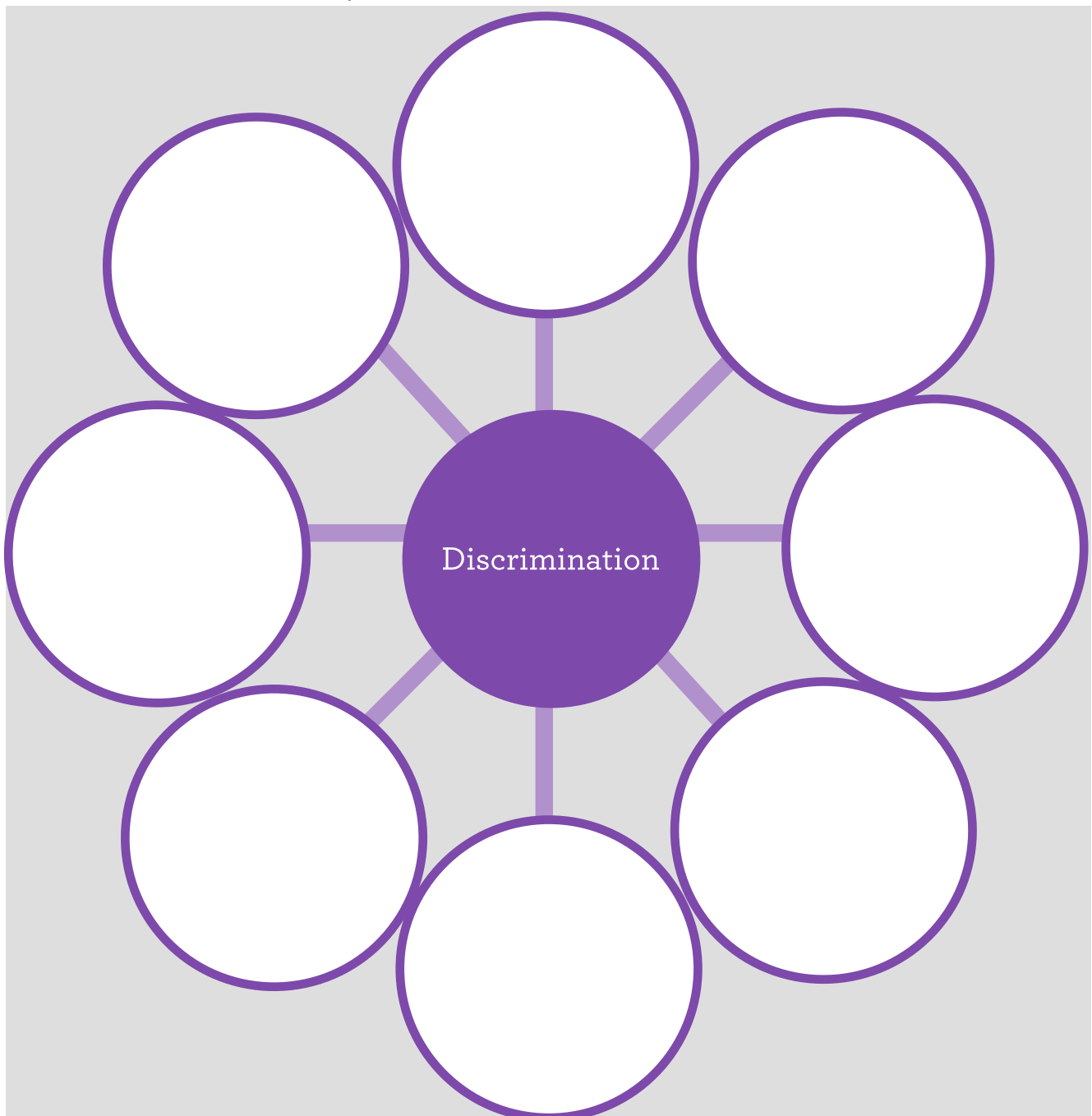
Prepare a bar chart based on the responses you get in Activity 3.

## Activity 5



What is discrimination?

Discuss this idea with your study buddy. Add your words and phrases to the mind map below.



## How to express your opinion



In this resource it will be important for you to be able to express your opinion and enter into a discussion about issues. The following section reviews language used for these purposes.

### Activity 6

#### Expressing agreement and disagreement

- Listen to the conversations and note how opinions are given.
- Listen to the conversations and write down how many times you hear each of the following phrases:

#### Expressing agreement

- That's an interesting point.
- I think that is right.
- I agree.
- That is an interesting idea.

#### Expressing disagreement

- That's an interesting point, however . . .
- Yes, I think that is right, but . . .
- I understand what you are saying but . . .
- That is an interesting idea, on the other hand . . .
- I don't agree.
- We will have to agree to disagree.

# Unit One Being Me: Knowing You

## Activity 7

How familiar are you with these phrases?

Note those phrases that you have heard before with a 'F' (familiar) and those that you have used with 'U' (unfamiliar).

Phrases	'F' (familiar) 'U' (unfamiliar)
I agree.	
That's an interesting idea . . .	
Yes, I think that is right.	
That's an interesting point.	

Phrases	'F' (familiar) 'U' (unfamiliar)
That's an interesting point, however . . .	
I think that is right, but . . .	
I understand what you are saying but . . .	
That is an interesting idea, on the other hand . . .	
I don't agree.	
We will have to agree to disagree.	

## Activity 8 Listening Task

Listen to the conversations again and fill in the gaps below.

Brad Pitless is interviewing several stars on their opinions.

Interviewer	Do you think that people should be free to dress as they please?
Johnny Depster	_____ that people should be free to dress as they please.
Gwyneth Poultry	That _____ an _____, however, in some countries, laws dictate dress and visitors should be respectful of this.
Johnny Depster	_____ Gwyneth.

Interviewer	In your opinion, do you think that every child should attend school?
Madonna Squarepants	_____ as long as there are choices.
Lisa Sompson	Yes, _____.
	Each family should be able to choose which school suits them.

Activity 8 Listening Task continued . . .

Interviewer Do you feel that the government should not allow rock music to be played?

Brendon Fraserful \_\_\_\_\_ the government should not comment on what sort of music is played. I \_\_\_\_\_ that all music should be played as long as it is not offensive.

Angelina Jolly Yes, \_\_\_\_\_, yet it is difficult to judge what may be offensive to one person and not another.

Brendon Fraserful Yes, \_\_\_\_\_ !

Interviewer Do you think that governments should stop people from \_\_\_\_\_ about religious practices?

Bart Sompson \_\_\_\_\_ I believe that we should be able to express our opinions on everything.

Kylie Monogle \_\_\_\_\_ we should be thoughtful and sensitive to other opinions.

Bart Sompson I \_\_\_\_\_ agree. We should just tell it as it is.

Kylie Monogle We will have to \_\_\_\_\_ to \_\_\_\_\_.

Interviewer Do you think that everyone should be able to go to a doctor if they need to?

Frankenstein As long as they do not end up like me!

Interviewer Hmm, now that is an \_\_\_\_\_ !

# Unit One Being Me: Knowing You

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## Activity 9

Your turn . . .

Write down your responses to the following questions using the phrases practised in Activity 6. Ensure that you use each term at least once.

1. Do you think that people should be free to dress as they please?

2. Do you feel that the government should not allow rap music to be played?

3. In your opinion, should every child attend school?

4. Do you think that governments should stop people from expressing opinions about religious practices?

5. Do you think that everyone should be able to go to a doctor if they need to?

6. Do you think a young person with a disability should be given the chance to study?

7. Do you think that you should not be allowed to drive unless you know English?

## Activity 10

## Recognising discrimination

A. My notes: How do you know if someone has said or done something that is discriminatory?

I feel someone has said or done something that is discriminatory because . . .

B. Put a cross in each box if you think discrimination is happening in any of the scenes below.



# Unit One Being Me: Knowing You

.....



Points for discussion (remember to use your words for expressing agreement and disagreement).

- What kind, if any, discrimination is occurring in each of the pictures?
- Have you seen or experienced any instances of discrimination? (They may have occurred to you or someone you know).
- In your opinion, what are the effects of discrimination?

Activity 11

Locating discrimination

What do I think ...

Personal reflection: Think about your own answers to the following questions. Respond to those questions you are comfortable with in class.

I do not feel that I am discriminated against \_\_\_\_\_ True Unsure False

I don't discriminate \_\_\_\_\_ True Unsure False

I am confident that I know lots of strategies should I encounter any discrimination \_\_\_\_\_ True Unsure False

I think I have discriminated against someone because of something about them \_\_\_\_\_ True Unsure False

I do not feel that I have anything to learn about discrimination \_\_\_\_\_ True Unsure False

I think it is important to learn about discrimination \_\_\_\_\_ True Unsure False

Activity 12



What is discrimination about?

In your Study Buddy group try to define each of the terms below. Choose one person to report back to the class for your group.

- a. dignity
- b. respect
- c. human rights
- d. equal opportunity

Home Learning

Being Me: Knowing You. Student Home Learning Resource Book: Module 1.

1. Complete Week 1 Home learning tasks with members of your family.



# Unit Two Getting Even

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## Warm up activity

The following words do not have vowels.  
Guess the words and insert the correct vowels:

R \_ SP \_ CT

R \_ GH TS

R \_ C \_ SM

D \_ SCR \_ M \_ N \_ T \_ \_ N

D \_ GN \_ TY

## Activity 1

### Predicting the story

Look at the picture and guess what the story is about.  
Think about:

- Who are the characters?
- Where are they?
- What are they doing? (What are the clues upon which you base your guess?)

## Dialogue

Luca Hey Mustapha, can I interview you about your life in Saudi Arabia for the school project?  
(Sees Mustapha bending over a school bag, shaking a can of coca-cola) Hey man, what are you doing?

Mustapha (Glances up). None of your business.

Luca That's Mark's bag. Are you really going to pour coke in that bag? You are asking for trouble this time.

Mustapha He deserves it! I am sick of him! This time he has an excuse to come after me and this time I will be ready!

Luca What's he done?

Mustapha What he always does. He is a bully and I have had enough of him and his stupid mates.

Luca Everyone knows what they are like. They hassle everyone. Just ignore them. I do. You don't have to retaliate! This will just provoke him and his friends.

Mustapha I can't take it this time. Mark was rude to my mother and my sister, Muna. He called them 'hanky heads' and tried to take Muna's hijab off her head. His friends laughed and Brady grabbed me so that I couldn't help Muna. They made her cry and now she is afraid at school. She doesn't want to come anymore. My mother is very upset and is scared for us when we leave the house everyday. We can't live like this anymore.

Luca That's terrible. Why don't you tell Mr Jones?

Mustapha He doesn't care. He's Anglo. Why would he care? Mark always gets away with saying things in class. They call us names. His friends laugh at us all the time. You wouldn't understand, you don't get hassled for how you dress, what you do - or who you are. Why can't they just let us be?

Luca Go to the principal.

Mustapha (Mustapha shrugs his shoulders) Yeah, and what is she going to do with all those guys? How can an old woman stand up to them!  
(Muna approaches)

Muna Mustapha, can you walk me to class now? What are you doing?

Mustapha (Putting the can of coke away). Nothing. There's your friend Isabella. Go with her.

Muna No, she is with her friends. You come with me.

Mustapha By the way Luca, I am not from Saudi Arabia. Just because I speak Arabic it doesn't mean I am from there. We are from Lebanon and I was born here so I can't tell you about life there either.

Luca Lebanon?

Mustapha Yeah, bet you don't even know how to find it on a map! You Aussies are all the same. You don't understand anything but footy!  
(Mustapha and Muna walk off to class).

# Unit Two Getting Even

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## Activity 2

### Language activity

- A. Read the dialogue carefully.
- B. Underline all the new words in the dialogue.
- C. Add any new words to your language list.

## Activity 3

### Review

Review your guesses in Activity 1. How did you go?

1. Who are the characters in the dialogue and where are they?	
2. What problems emerge from the discussions in the scenario?	
3. How does Mustapha want to retaliate?	
4. Do you think this is a good idea? What sort of action could Mustapha and Luca take?	
5. What are the solutions proposed?	
6. Why do the characters feel that certain solutions are unacceptable?	
7. Do you think that any of the solutions are acceptable? Why or why not?	

.....

## Activity 4

### Feelings

A. What sort of feelings are expressed by each of the characters at different times / in different situations?  
(Use the words in Activity 1 to help get you started) Complete the table below as you track what happens in the story.

No	Character	Feeling	Situation
Eg.	Tony	disappointment	Tony is disappointed because he feels his friends don't understand his problem
1		anger	_____ is _____ because he feels bullied by Mark and his friends.
2	Luca		Luca is _____ about his friend Mustapha's behaviour.
3	Mustapha		Mustapha is _____ that his friend Luca does not know where he is from.
4			
5			

## Activity 5

### Reflecting on stereotypes

Mustapha mentions a stereotype when he says "Aussies are all the same. You don't understand anything but footy!"

What do you think he means by this?

# Unit Two Getting Even

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## Activity 6

### Task A: My Martian

a. Create a poster: Draw and label a stereotype of a Martian. Think about:

- physical features
- facial features
- dress/costume
- colour
- gender
- age
- other details you might like to add.

### Task B: Describing my Martian

	Hobbies
	A description of its world (eg. housing, family group etc.)
	Mode of communication (language type)
	Attitude towards humans

## Activity 7

### A. Discussion

- What sort of Martian did you depict and describe?
- Was it similar or different to that described by your classmates? How?
- Consider whether you designed a stereotype of a Martian. Where might this stereotype come from?



B. With your study buddies consider the following and prepare your notes ready for class discussion:

I. What are stereotypes?


II. List the stereotypes that exist of:

Groups	Details
Italians?	
Indians?	
Australians?	
Indigenous Australians?	
Catholics?	
Muslims?	
People with a disability?	
Older people?	

III. What stereotypes exist of your culture, if not represented above? Complete the table below:

Aspect	Stereotype
Dress	
Mannerisms	
Language (how people talk)	
Appearance	
Food eaten	
Any other details	

IV. Which stereotypes are positive and which are negative, if any? Put a (p) next to the positive stereotypes and (n) next to the negative ones.

# Unit Two Getting Even

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## Activity 8

### Stereotypes

What are some of the stereotypes that exist about your culture? Use your responses in Activity 7 to complete the table below. List these then write down some of the things that make you proud of your culture. The first is an example.

Stereotype	I am proud that . . .
Italians only eat pasta and pizza	Italians are famous for their variety of pasta and pizza.

# Unit Two Getting Even

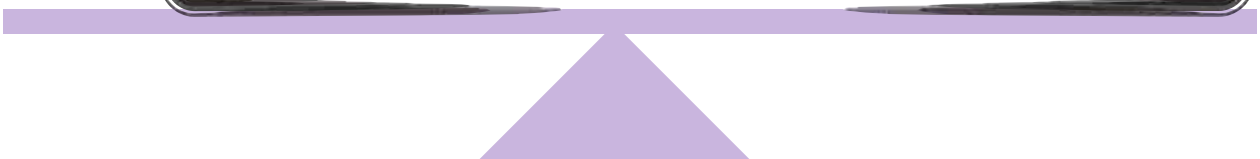
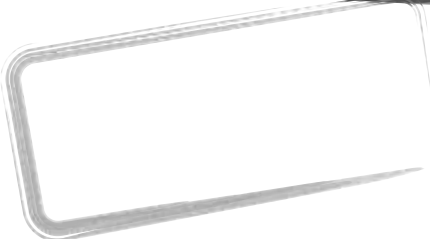
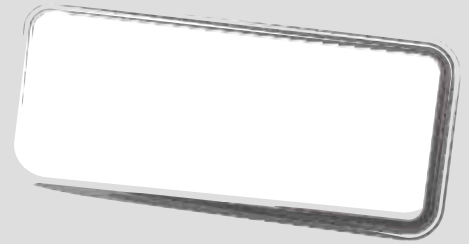
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## Activity 9



### Stereotypes

- a. In the boxes on the right side of the scale write down some keywords on how stereotypes of your culture make you feel.
- b. In the boxes on the left side of the scale write down what you think can be done to challenge stereotypes.





.....

c. Why do stereotypes exist?


d. Why has a picture of scales been used in the picture?


## Activity 10



### Effects of discrimination

With your study buddy discuss:

1. What are the effects of discrimination on a student who is discriminated against?


2. What are the effects on the school community if discrimination occurs?


## Activity 11

### Vocabulary game

Pick up an alphabet card. Write down a word that starts with that letter. For every word that is in your Language List you get 10 points, for other words you get 5 points.

## Home Learning

Being Me: Knowing You.  
Student Home Learning  
Resource Book:

Week 2 activities

# Unit Three Trouble at school

## Activity 1 Word scramble

a	<input type="text"/>	iydgitn
b	<input type="text"/>	erscetp
c	<input type="text"/>	ndoniscricmati
d	<input type="text"/>	mhaun sgrhti
e	<input type="text"/>	luaeq ptyiunorpto

## Activity 2 Translate the words below

Hurt		Accepted	
Angry		Respected	
Hassled		Confident	
Ignored		Proud	
Appreciated		Discrimated (against)	
Threatened		Pleased	
Upset		Stereotyped	
Frustrated		Confused	
Bullied		Troubled	

## Activity 3 Look at the words in Activity 2. Which words give a positive or negative meaning? Categorise the words in the appropriate columns below:

Positive

Negative



Positive

Negative

### Activity 4

Match the sentence beginnings with their endings.

	Sentence Beginnings		Sentence Endings
1.	Racism is not acceptable because	A.	take part in activities that they choose rather than be discriminated against because of their age.
2.	Older people have a right to	B.	have a right to an education.
3.	People with disabilities	C.	hurts your feelings.
4.	Being discriminated against	D.	it is not respectful of a person's ethnicity.
5.	A person who discriminates might tease you because of	E.	so it is important to tell your teacher and family.
6.	A person who discriminates is	F.	you can make a complaint to the Australian Human Rights Commission.
7.	People who discriminate might say hurtful things to you	G.	your dress, religion or ethnicity.
8.	If you are discriminated against	H.	just by being ignored, for instance, not being served at a shop.
9.	Sometimes you can be discriminated against	I.	not cool.

# Unit Three

## Trouble at school

.....



### Activity 5

#### Predicting the story

Look at the picture and guess what the story is about.  
Think about:

- Who are the characters?
- Where are they?
- What are they doing? (What are the clues upon which you base your guess?)
- How would you describe their feelings?

### Activity 6

#### Language activity

- Read the dialogue carefully.
- Underline all the new words in the dialogue.
- Add any new words to your Language list.



Muna Eliza is the only student who does not have a partner. How can I do a presentation with her? She can hardly see the slides, she is almost blind and it is so difficult to understand her because of the way she talks. I really like Eliza but I cannot do this sort of project with her!

Luca (Suddenly Luca runs over to them)  
Muna, here you are! Come quickly. Mustapha has been in a fight.

Muna Oh no! Where is he? What has happened?

Luca He has been fighting with Mark. It was really bad. Mustapha has a bloody nose.

Muna I told Mustapha not to react. Mark is a troublemaker. All those tattoos! He is a bully. I told Mustapha to ignore him - trouble breeds trouble. It is always the same. The same thing happened to my cousins. It happens to all of us!

Isabella What do you mean?

Muna Mark calls us names and follows us home, he always tries to take off my hijab. He threatened to do the same to our mother.

Luca Why didn't you say something?

Muna (upset) You don't understand! You asked me why I don't have a partner. No one wants to work with me. I always get stuck with Eliza! You see my hijab and think I'm different, that my English is not good enough. People see our skin, our clothes - they ignore us or hassle us. They think we don't have feelings. I am sick of feeling like there is something wrong with me!

Isabella No that is not true. No one thinks that anything is wrong with you!

Muna Yes they do. What about you Isabella? You only talk to me when you are not with your friends. Don't you think I notice? Go away both of you. You don't understand. You are all the same!

## Dialogue

Scene: Muna and Isabella are talking in the corridor near their lockers.

Isabella Hi Muna. Hey what is wrong?  
(Muna looks upset but does not answer)

Isabella It must be something serious... Are you upset about what Mr. Jones said about the assignment? I am sure you will not get penalised for submitting it late. You always hand in everything on time.

Muna But I have not started it yet. We need to do it with a partner and I don't have one.

Isabella Why not?

# Unit Three

## Trouble at school

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### Activity 7

Comprehension questions:

1. Review your predictions in Activity 5. How did you go?


2. Summarise what happened in this scenario.


3. In your opinion, why did Mustapha fight with Mark?


4. What words would you use to describe the different feelings of the following characters in the scenario:

a. Isabella?			
b. Luca?			
c. Muna?			
d. Mark?			
e. Eliza?			

5. What are the strategies used here by Mustapha to deal with the discrimination felt?


6. What are some strategies that could have been used by any of their characters?




## Activity 8

### Case study

Present the profile that you completed as your home learning task

## Activity 9

### Discrimination in society



In your study buddy groups make a list of books, films or stories that deal with the issue of discrimination. List:

- types of discrimination dealt with in each of the films that you list.
- the effects of the discrimination.
- how was the discrimination addressed.
- any interesting comments on the experiences or situation.

Title			
Type of discrimination	Effect of discrimination	Strategies used to deal with discrimination	Comments
Title			
Type of discrimination	Effect of discrimination	Strategies used to deal with discrimination	Comments
Title			
Type of discrimination	Effect of discrimination	Strategies used to deal with discrimination	Comments

# Unit Three

## Trouble at school

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**Activity 10** Which strategy/strategies do you think you might use to deal with any discrimination you might encounter (towards you or others)? Complete Worksheet 3.1.



### Dealing with discrimination - some strategies

Worksheet 3.1

A diagram consisting of seven overlapping circles. One circle in the center is solid purple and contains the text 'Strategies for dealing with discrimination'. The other six circles are white with a dark grey outline and are arranged around the central circle, overlapping it and each other. The background is a light grey gradient.

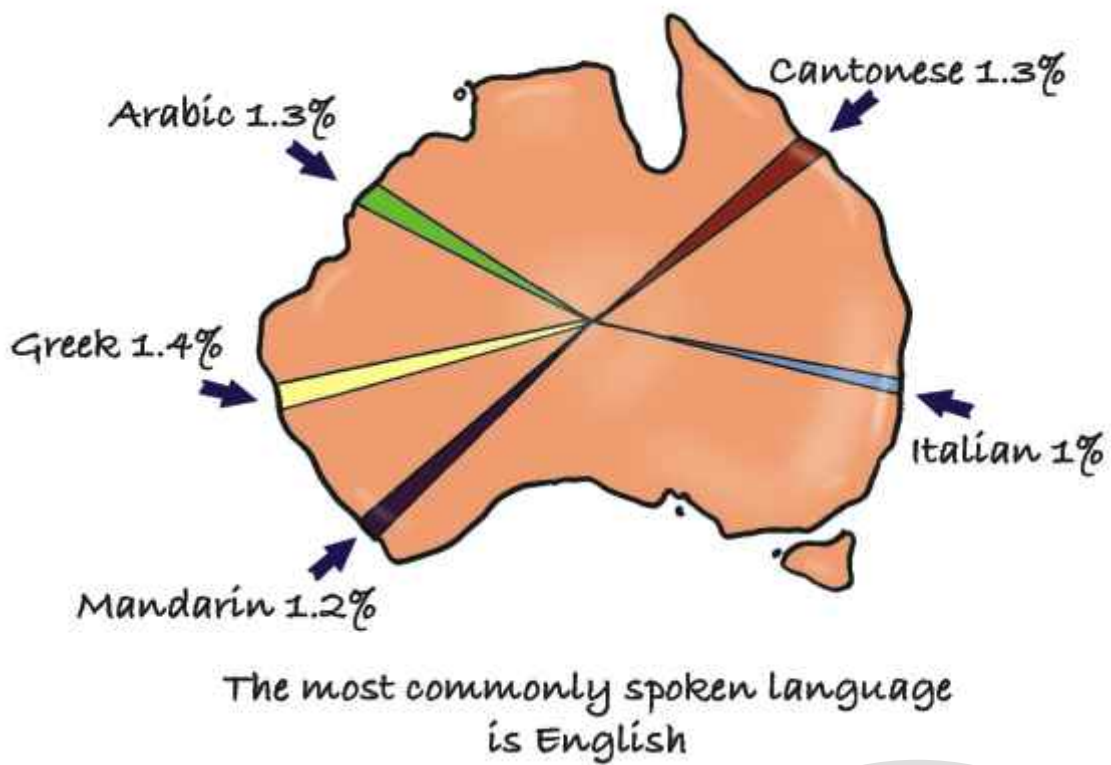
Strategies for  
dealing with  
discrimination



## Activity 11

It is time to write up a plan of the project you will present at the end of this unit.

A Project Planner has been included on the following page. Work on this in class then with your family draft your final plan in your Student Home Learning Resource Book and bring it to class next lesson.



### Home Learning

Being Me: Knowing You.  
Student Home Learning  
Resource Book:

Do the task for Week 3 ready to  
bring into the next class.

# Unit Three Trouble at school

## DRAFT - Project Planner

What sort of format will be used? (Eg. a rap song, poster, sketch, collage?)	
What are the key messages that will be included? Eg. discrimination against a person with a disability is not acceptable because . . .	
What materials/resources will be used eg. fabric/paint/clay/music etc?	
Which family member/s will assist you with this project?	

### Time Schedule

Tasks to be completed

	Week 4
	Week 5
Presentation of Project	Week 6
Planning notes (eg. layout of the poster, key sentences that will be used, colours etc.)	

# Unit Four

## There is nothing wrong with me

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### Activity 1

#### Predicting the story

Look at the picture and answer the following questions in class.

- Who is in the picture?
- Where are they?
- Why are the characters together?
- What do you think is happening?
- What do you think they are talking about?
- What do you think is going to happen?



# Unit Four

## There is nothing wrong with me

.....

### Dialogue

Luca Hey Mustapha, did you really write that graffiti? I can't believe you would do that!

Mustapha Don't get involved man.

Luca What do you mean? I know you wouldn't write that stuff just to get Mark in trouble!

(Mustapha shrugs his shoulders)

Isabella This has got to stop. You have to speak to a teacher. You are going to get into trouble for something you didn't do. No one feels safe anymore. It is not right - you have to speak up!

Mustapha Speak up? What for? See what happens? Us Muslims will probably get suspension over a piece of writing while Mark and Brady will get detention for brawling. What is the point of speaking up?

Luca Listen man, we can sort it out with the principal. She's decent. There are ways now of sorting out these issues. Not like when my parents came. They copped a whole lot of racist rubbish. People who wouldn't serve them in shops, at work they got called names and there were fights too! Things are different now. We can do something about this behaviour.

Mr Jones enters.

Mr Jones So what's going on here? I don't want to hear about more fighting.

Isabella But we have to talk about it Mr. Jones. It is important for everyone to understand how they are making each other feel - that no one feels safe coming to school. The majority of the students are offended by the offensive behaviour of just a few students. No one should feel they are discriminated against because of their race, ethnicity, colour, disability or age. We all have a right to be here. That is what we learnt - discrimination is not acceptable!

Mr. Jones Which is why that graffiti is not appropriate and Mustapha will have a bit of explaining to do.

Luca How do you know that Mustapha did it Mr. Jones? He didn't write that stuff just to get Mark and his mates in trouble!

Muna Tell him please Mustapha. Mum will be very upset if you are suspended. Please Mr. Jones you have to believe us. We can't say anything. . . there will be more trouble.

Isabella We learnt about this stuff in our projects on human rights but we are not doing the right thing at this school. I think it is time to sort this out. I'm going to see the principal.

Luca I'm coming with you . . . the vibe everywhere around the school is bad. You don't feel you can even talk to your mates anymore. Everyday, this school is becoming poisoned with this rubbish.

Muna We are coming too (she sees Mustapha begin to protest) . . . no Mustapha . . . That's enough. I don't care what the others say - we have to trust that there are proper ways to resolve this for everyone rather than just fighting or hiding or . . . let's go.

Mr Jones I will come too. Working here is not fun anymore.

.....

## Activity 2

### Read the dialogue

Answer the following questions based on the dialogue:

a. Who are the characters?

b. Where are they?

c. What has happened?

d. What are the results of these events?

e. What do they intend to do about the problem?

f. Do you agree with their intentions?

# Unit Four

## There is nothing wrong with me

.....

### Activity 3

#### Discrimination and the media

Review the headlines

- a. What sort of messages emerge from the headlines below?
- b. In your opinion, what impact does media reporting have on society's perceptions?
- c. Do you feel these perceptions have affected you or your family and friends in any way? If so, how?

STUDENTS SAY AUSTRALIA IS A RACIST COUNTRY

a.	b.	c.

TERRORISTS hit our SHORES

a.	b.	c.

AMERICA ATTACKED - WORLD IN SHOCK

a.	b.	c.

.....

Harmony in  
MULTICULTURAL School

a.	b.	c.

50 year old woman SACKED  
TOO OLD to sell beauty products

a.	b.	c.

BLIND Football Heroes  
bring home CUP

a.	b.	c.

School bans HIJAB

a.	b.	c.

# Unit Four

## There is nothing wrong with me

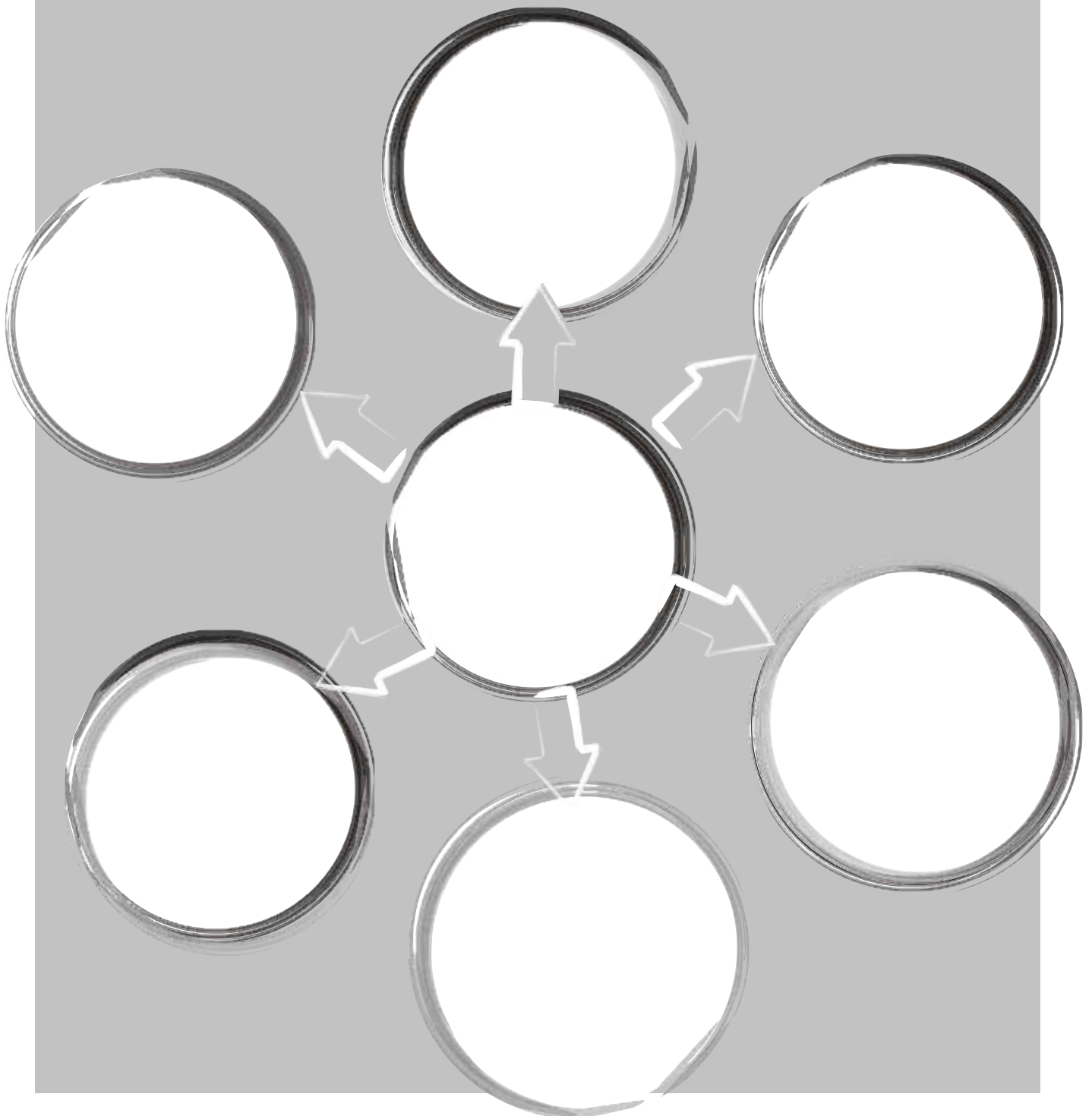
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### Activity 4



### Mind Map

Your teacher will give you a card with a word on it. Complete the mind map below.







# Unit Four There is nothing wrong with me

## Home Learning

Being Me: Knowing You  
Student Home Learning  
Resource Book:

Work on Tasks 1 and 2.  
Your teacher will give you a  
situation card for Task 2.

## Identifying human rights

Worksheet 4.1  
Identifying human rights

### Which of these are human rights?<sup>1</sup>

Be careful to ascertain which are human rights and  
others that might fall under other categories such as  
assertions, entitlements etc

	Human right	Other
The right to life, liberty and security of person		
The right to freedom of thought		
The right to go to school		
The right to own property		
The right to remain silent		
The right to freedom of speech		
The right to attend a rock concert		
The right to drink alcohol		
The right to work		
The right to privacy		
The right to a nationality		
The right to your opinion		
The right to see a doctor		

<sup>1</sup>Adapted from the Australian Human Rights Commission (2004), Youth Challenge education resources

# Unit Five Speaking up

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## Pre-reading activity

### Predicting the Story

Look at the picture and consider what the dialogue might be about.



## Dialogue

Scene: In the principal's office

**Principal** You are right Isabella, human rights are about protecting everyone's dignity. Everyone has a right to come to school for an education and enjoy a safe environment. I am glad you have all agreed to get come together to talk.

**Luca** I think it is a question of respect. Some students feel that difference is bad instead of just respecting that difference. We all have our own ways of doing things - just think of all the different celebrations we have. Man I love

going to the Chinese New Year celebrations. It really goes off. Maybe people can't see beyond the clothes that people wear - or the tattoos that people have.

**Mark** Yeah like that handkerchief. How can you wear that thing on a hot day? It looks funny. . . it hides your face. Don't you want to show your face - it is not like you are ugly or anything!

**Muna** I choose to wear my hijab. It is how I express my religious convictions. It is not your right to take it off me . . . or my mother!

**Isabella** It is harassment Mark. Imagine if someone told you to get your tattoos taken off!

# Unit Five Speaking up

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Mark They tell the story of my family. It is an Islander tradition. It explains who I am! It's me.

Luca Well then, the hijab is something Muna chooses to wear and it is not offensive to anyone - your behaviour is! It is bullying. Can you understand how Muna and her mother feel?

Muna I have a right to be me too.

Brady I guess I can understand something about how you are feeling. I was at a tennis match in the US and the guys there saw my Australian flag. They started calling me names - son of a convict and all that. Then they grabbed my flag and they tried to put it in the bin but the cops were on to them.

Mark Yeah. I'm sorry Muna . . . I just didn't think a scarf was that important. Knowing you now, I think I understand.

Principal Also, that graffiti was not done by Mustapha or anyone else at this school. That matter is being investigated by the police.

Luca That is racial vilification. Another aspect of human rights. I rang the Australian Human Rights Commission to find out about the issue. They have a lot of information and can even help with making and investigating formal complaints so someone does not have to put up with being a victim of discrimination.

Principal This has been an important meeting for us.

Mustapha We need everyone to understand that discrimination can affect us all.

Isabella Muna and I have a great idea as part of our project on human rights. It might help the whole school.

Muna Yeah we thought we could host a sort of a human rights awareness day . . . all about just being me and knowing about each other. Each class could contribute through projects exploring issues of tackling discrimination and promoting human rights.

Luca Hey great idea, a "Being me: Knowing you, Human Rights Awareness Day". We could have a school competition so that we can all see what each class produces.

Mustapha Like a poster competition?

Mark I'm no good at drawing. How about something else?

Isabella Posters, sculptures, postcards . . . that sort of thing. Visuals with a message. Remember the Immigration Museum? There was that apron with all those messages about the immigration experience. That was so cool!

Muna Mark, how about something like that rap song you put together for the social sciences project last year? That was great. You could write it up and present it in some way.

Principal Sounds like we have the beginnings of a great plan. I think we will ask Mr. Jones to help. This is important for everyone.

Isabella We could get class representatives working as a school team on this.

Muna (The discussion continues. Muna leans over to Isabella) Isabella, is Eliza here today?

Isabella Yeah I saw her earlier. Why?

Muna I just realised discrimination is not just about skin colour and race.

Isabella Yeah, funny how the stuff that seems so boring to learn about in school actually turns out to make sense in real life. Human rights: everyone, everywhere, everyday!

.....

## Activity 1

### Read the dialogue

Answer the following questions based on the dialogue:

a. Who are the characters?


b. Where are they?


c. What has happened?


d. What are the results of these events?


e. What do they intend to do about the problem?


f. Do you agree with their intentions?


### What is discrimination?

Discrimination can be expressed through actions or words. It can be done on purpose or unintentionally. It results in making someone feel bad or disrespected because of something about him/her such as their ethnicity, age, disability etc.

# Unit Five Speaking up

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## Rights in my world

### Activity 2



#### Human Rights: Everyone

Present the information you found as part of your human rights story (home learning).

Which human rights issues came up in your story?

### Activity 3

#### Human Rights: Everyday

In this activity you will be asked by your teacher to think about the sorts of rules, behaviours and rights that are important to your own lives. This will help you complete Worksheet 5.1: Rights in my world

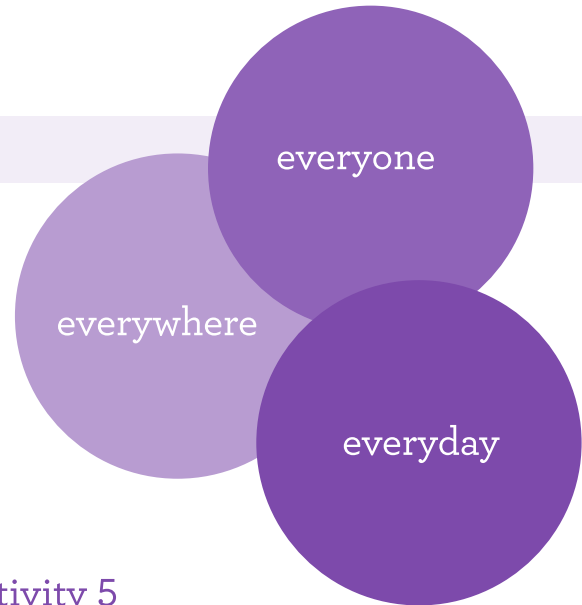
For instance:

- I am respectful to my elders
- no teasing at school about what people wear
- no drinking of alcohol in my community.

### Activity 4

#### Human Rights: Everywhere

Complete Worksheet 5.2: The importance of having rights in my world.



### Activity 5

#### Human Rights: Everyone

Think about the activities you undertook in Unit 4.

If you were able to draft a declaration of human rights which rights would you include? For example, the right to education.

Complete Worksheet 5.3: My personal declaration of human rights

#### Home Learning

Work on your project ready for presentation at the Being Me: Knowing You Human Rights Awareness Event.

# Worksheet 5.1 Rights in my world

---

me

(my own behaviours)

my school

(classroom rules)

my friends

(how we like to behave as friends)

my family

(house rules/behaviours)

# Worksheet 5.1 Rights in my world continued

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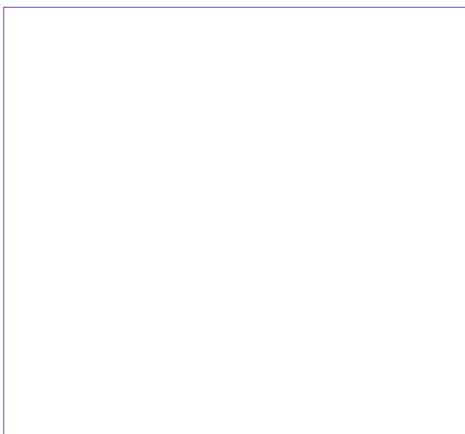
## my community

(rules for engaging in festivities, worship, work, sporting events, commemorations etc.)

## my country

(laws that apply to Australia)

Insert a symbol in the box that represents human rights to you



## my world

(declarations or conventions that have been signed by many countries)



# Worksheet 5.2 The importance of having rights in my world

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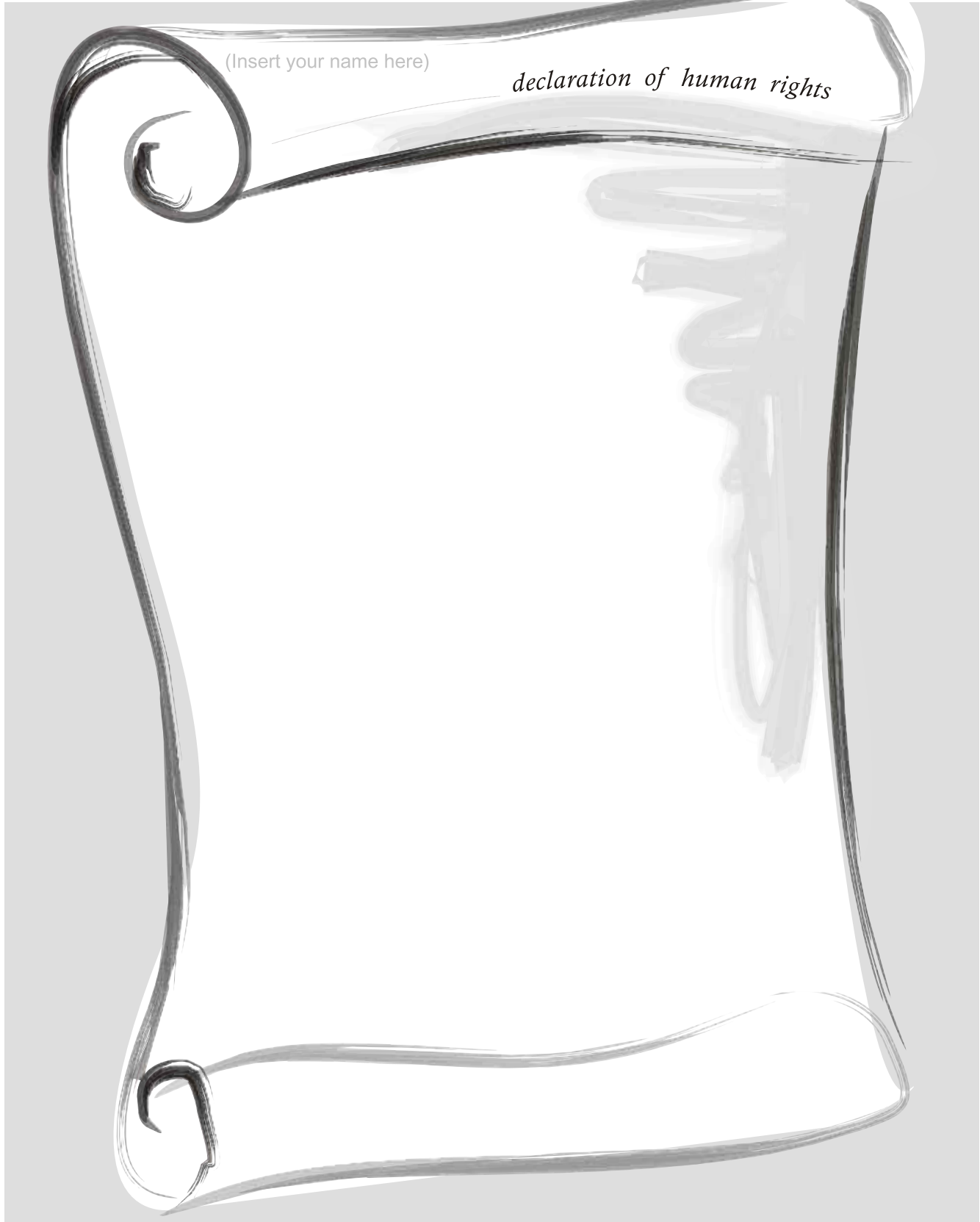


Why it is important to have rights in my world?

# Worksheet 5.3 Personal declaration of human rights

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My personal declaration of human rights





No	New language	Guess 1	Guess 2	Meaning
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				

# Language List



No	New language	Guess 1	Guess 2	Meaning
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				

# Language List



No	New language	Guess 1	Guess 2	Meaning
39				
40				
41				
42				
43				
44				
45				
46				
47				
48				
49				
50				
51				
52				
53				
54				
55				
56				
57				

# Notes





# Being Me : Knowing You

## *A Curriculum Resource for Australian Ethnic Schools*

*A Partnership Project between the  
Australian Human Rights Commission  
and  
Community Languages Australia*

*Developed by Dr. Teresa De Fazio*



A teaching resource about human rights  
for 11-15 year olds enrolled in community language schools.

