



# Education, Action and Change

Anti-racism resource for  
schools and preschools



RECONCILIATION  
SOUTH AUSTRALIA

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Government of South Australia  
Department for Education



**Reconciliation SA** pay our respect to all First Nations cultures, and to Elders past and present. We recognise that this land was never ceded or surrendered by the Traditional Owners and acknowledge the continuing connection to land, waters, and community since the first sunrise.

This resource has been developed by Reconciliation South Australia. To find out more about what we do head to [reconciliationsa.org.au](https://reconciliationsa.org.au)

We would like to acknowledge the following organisations and individuals for their contribution to the resource.

- Curriculum writer – Natalie Gentle
- Cultural editor – Jasmine Miller
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- Catholic Education South Australia
- Association of Independent Schools South Australia
- Artist – Mali Isabel

We would also like to acknowledge every Aboriginal and Torres Strait Islander person who shared their experiences of racism, or ideas to make a change. Without your vulnerability and ongoing determination, this resource would not be possible.

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# Foreword

**Luke Carroll**

**Ambassador for Education, Action and Change**



In a world where diversity should be celebrated, it is essential that we cultivate anti-racism values in children and young people.

They are the future leaders, change-makers, and influencers who will shape our society. By instilling in them a strong foundation of anti-racist principles, we can pave the way for a more inclusive and equitable world.

Children have an innate curiosity and openness to learning, making it the perfect time to introduce them to the importance of eradicating racism. By teaching them about different cultures, traditions, and histories, we can foster empathy, respect, and appreciation for diversity. It is through education and exposure that we can challenge stereotypes and biases, creating a generation that actively rejects racism.

Young people, in particular, have the power to drive social change.

They possess a unique ability to question the status quo, challenge injustice, and advocate for a more equitable society. By empowering them with the knowledge and tools to confront racism, we enable them to become agents of change within their communities and beyond.

Their voices and actions can inspire others, creating a ripple effect that can transform our society. Eradicating racism is not only a matter of moral responsibility, but it is also crucial for the well-being and progress of our society.

Racism perpetuates inequality, restricts opportunities, and undermines social cohesion. By dismantling racism, we create a society where every individual can thrive, regardless of their race or ethnicity. This not only benefits marginalized communities but enriches us all, as diversity brings forth new perspectives, ideas, and innovations.

Moreover, teaching children and young people about anti-racism fosters a sense of belonging and inclusivity. It empowers those who have experienced discrimination to feel seen, valued, and supported.

It also cultivates a culture of acceptance and understanding, where individuals are judged based on their character and contributions rather than their race.

As adults, it is our responsibility to model anti-racist behavior and create an environment that encourages open dialogue about race and discrimination. By engaging children and young people in these conversations, we equip them with the tools to challenge prejudice, stand up against injustice, and build bridges of understanding.

By nurturing anti-racism in children and young people, we are investing in a future where equality, justice, and respect are the norm. It is through their actions, compassion, and commitment that we can create lasting change and dismantle the barriers that continue to divide us. Let us join hands to shape a society that celebrates diversity, rejects discrimination, and embraces the beauty of our differences. Together, we can build a world where racism has no place and where every individual is valued for who they are.

I hope this foreword highlights the importance of anti-racism education for children and young people. Let us work together to create a future where racism is eradicated, and equality prevails.

*Thankyou,*

*Luke Carroll,*

*Ambassador for Education, Action and Change*

## What is this resource?

This resource is intended to empower teachers and educators to have tricky conversations about reconciliation and racism in Australia. It identifies the racism experienced by Aboriginal and Torres Strait Islander people and explores the complex ways in which we need to think about anti-racism and reconciliation in that context.

Because every place and situation is slightly different, you'll need you to apply your own lens and context to the information and suggestions.

Our goal is to ensure that teachers and educators are equipped with the skills to navigate conversations about racism confidently and sensitively. We want to help them be courageous to start conversations in the classroom, schools, early learning settings and with the broader community.

In this resource, you will find simple-to-follow definitions of racism, context about its impact on the community, conversation guides and activities to do with children and young people. The resource can be used as a way to find simple information on race, racism and anti-racism in Australia, as well as teach foundational and explicit learning about racism.

It is a starting point. We encourage readers to take their learning further and continue their anti-racism journey outside of this resource.

### Disclaimer

The content of this toolkit may be distressing or triggering for those that have experienced racism. The activities or conversations you have with students could also be impactful and it is important to consider the wellbeing of students when teaching about this topic.

### If the content of this toolkit raises issues for you or your students, please contact:

**13 YARN** – 13 92 76

**Kids helpline** – 1800 551 800

**Lifeline Australia** – 13 11 14

**Beyond Blue** – 1300 224 636





# “Together We Can”

Artist, Mali Isabel, 2023

## About the artwork

***Together We Can* tells an uplifting story of the future we can achieve through unity.**

“At the heart of the artwork, a vibrant gathering place surrounded with women, men and people symbols in various colours, symbolising the beautiful diversity of people that enriches our world. This central gathering place represents a vision of a future where optimism, fairness, respect and equity are prevailing.

Two smaller gathering places within the artwork symbolise schools and education centres within the community, where the seeds of togetherness are sown within younger generations, fostering a shared sense of purpose and unity. These spaces cultivate ideas that blossom into a future where collaboration and inclusivity flourish.

Throughout the artwork, animal and human tracks lead towards the central gathering place, illuminating the collective journeys we embark upon to shape our shared future. These tracks represent the paths we tread, uniting our efforts to create a more harmonious and equitable world.

Golden star symbols, scattered across the canvas, radiate hope and positivity, guiding our way towards a society where every individual is treated with unwavering respect. They serve as beacons of inspiration, reminding us that together we possess the power to dismantle racism and foster a world that uplifts and empowers all.

*Together We Can* is not only a story but is a call to action. Together we can create a world where everyone is treated with respect. Together we can put an end to racism. Together we can create a better world for all.”







# Contents

How does anti-racism link to reconciliation? .....	6
What is racism?.....	7
What does racism look like?.....	8
What is systemic racism?.....	8
Understanding racism in Australia .....	9
What are the impacts of racism? .....	10
Experiences of racism for Aboriginal and Torres Strait Islander children and young people .....	11
Institutional and systemic racism in education .....	13
What is anti-racism? .....	14
Anti-racist education .....	17
Responding to systemic/institutional racism .....	18
Responding to interpersonal racism .....	19
Anti racist curriculum .....	20
Early Childhood .....	21
Lower primary .....	23
Upper Primary .....	26
Secondary .....	29
References.....	34
Important Resources .....	34
Appendices .....	36
Identity worksheet.....	36
Anti racism planning template for students.....	37



# How does anti-racism link to reconciliation?

In a reconciled, just and equitable Australia, Aboriginal and Torres Strait Islander children will have the same life chances and choices as non-Aboriginal and Torres Strait Islander children, and the length and quality of a person's life will not be determined by their racial background.

Reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples for the benefit of all Australians. Anti-racism and reconciliation are strongly linked- reconciliation cannot happen without a commitment to understanding racism and taking action to prevent it.

It is an ongoing journey. While generations of Australians have fought hard for meaningful change, future gains will take just as much effort.

According to the [State of Reconciliation in Australia report](#), reconciliation is defined and measured according to five interrelated dimensions:

- **Race relations**
- **Historical acceptance**
- **Equality and equity**
- **Institutional integrity**
- **Unity**

These threads all weave together. As an anti-racism teacher and educator, it is important to keep the other dimensions of reconciliation in mind, as they all impact race relations in Australia.

## How do racism and reconciliation intersect over the five dimensions in an educational context?

Race relations	Historical acceptance	Equality and equity	Institutional integrity	Unity
Creating classrooms, school and early learning service communities, and wider education systems that are free of racism	Truth-telling about systemic racism within the education system and how it has a continued impact on Aboriginal and Torres Strait Islander children and their families today	Closing the gaps in education outcomes for Aboriginal and Torres Strait Islander children	Creating sustainable policies, plans and governance structures that ensure Aboriginal and Torres Strait Islander children, families and communities have no barriers to accessing education	Aboriginal and Torres Strait Islander knowledges and perspectives are respectfully embedded across all subject areas and year levels

You and your school or early learning service community can [take action against racism](#) and work towards reconciliation by developing a Reconciliation Action Plan (RAP). Learn more about how to develop a RAP via Reconciliation Australia's Narragunnawali platform: [reconciliation.org.au/narragunnawali](https://reconciliation.org.au/narragunnawali)





# What is racism?

Racism is a complicated thing to understand, as it operates on many levels. Racism classifies and ranks social groups into 'races' based on perceived physical or cultural traits, then devalues, disempowers and differentially allocates less power and resources to those considered inferior, causing inequality and social injustice.

*Racism is a deeply ingrained and systemic belief system, practice or ideology that discriminates against individuals or communities based on their perceived racial background.*

It is important to emphasise that the concept of 'race' doesn't exist without racism. Race is not a scientifically valid concept: there are absolutely no distinct genetic boundaries between racial groups. The concept of 'race' isn't biological – it is a powerful, deeply entrenched construct that shapes systems, behaviours and attitudes throughout the world.

**In Australia**, racism has shaped society since the start of European colonisation in 1788. Colonisation brought racist policies, practices, beliefs, attitudes and treatment for Aboriginal and Torres Strait Islander people. Because of this, Aboriginal and Torres Strait Islander people still experience racism today. Australian systems, institutions and attitudes are still in many ways built to oppress some people and elevate others.

Racism can look like many things, and it often results in actions and words that harm communities. Racism can look like harassment, abuse or humiliation. But it may not always involve violent or intimidating behaviour. Name calling, hurtful jokes and excluding people from groups or activities can be forms of racism. Racism can be visible in people's words or actions.

Not all racism is obvious. It can also be invisible, sneaky and insidious: unnoticeable to those of us that are not used to seeing it. These experiences are referred to as 'death by a thousand cuts', where small incidents occurring daily can add up to real hurt and harm.

## There are multiple levels of racism:

- **Interpersonal racism** can occur directly or indirectly.
- **Internalised racism** occurs when individuals accept or adopt racist ideas about themselves.
- **Institutional racism** occurs within organisations or systems.
- **Systemic racism** occurs across entire systems.

Racism can be understood a bit like an iceberg: the visible tip of the iceberg is the explicit or obvious racism like name-calling or bullying. Under the surface is a much bigger, more significant racism – internalised, institutional and systemic.

The water around an iceberg influences its size and shape. Likewise, broad cultural, societal and historical legacies shape people's perceptions and attitudes towards race and racism. We can change the shape of racism by challenging it wherever we can, changing the narrative and breaking entrenched social norms and contracts.

# What does racism look like?

There are many ways that racism can look and lots of different words to describe it. For the purposes of this resource, we have suggested some ways of identifying racism. This is not intended to simplify or underplay the significant impact that racism has on people's lives, but rather to provide the reader with accessible language that can be used with children and young people. These descriptors can be used across all definitions of racism.

## Obvious racism

The term 'obvious' can be applied to any racism that is big and easy to describe as racist. For example:

- Making 'jokes' or negative comments about a particular group
- Calling others racist names or verbal abuse
- Bullying, harassment or intimidation because of a person's race, ethnicity or skin colour
- Racist graffiti in public places
- Offensive comments online
- Exclusion from groups
- Physical actions or abuse towards someone due to their appearance, culture, skin colour.

## Invisible

Sometimes racism can be unnoticeable to those who are not used to seeing racism or have not experienced it. These racist actions can be passive or ambiguous. Those who commit these acts of racism may rationalise it with reasons that society is more willing to believe, or they may not be aware of their own biases that cause them to act in certain ways. This is known as unconscious bias.

Invisible racism can be any behaviors, attitudes or actions that treat others differently because of their race, ethnicity or where they are from. For example, invisible racism could look like an Aboriginal or Torres Strait Islander person being followed around a supermarket by security, as an assumption has been made about their character. It could be choosing not to sit next to a person on the train because of the colour of their skin. It could be making an assumption that an Aboriginal or Torres Strait Islander student will be difficult or disruptive in the classroom. These examples may not often be obvious to an observer who has not experienced racism before.

# What is systemic racism?

Systemic racism is when a particular group holds the authority to discriminate through their institutional control, and they shape cultural and societal beliefs to reinforce this authority and power. These groups and organisations create requirements, conditions, practices, policies, legislation and processes that maintain or worsen avoidable and unfair inequity. They create rules that might appear fair but, in practice, create challenges for people from different racial or ethnic backgrounds.

Systemic racism plays a role in both obvious and invisible forms of racism, as it contributes to the way society sees and treats different groups of people.





## Understanding racism in Australia

To understand and address racism in Australia, it's important to understand our shared history, how it impacted on Aboriginal and Torres Strait Islander peoples then and how its ongoing legacy continues to impact the lives of Aboriginal and Torres Strait Islander peoples today.

*Uncle Jack Charles described the experience of racism by Aboriginal and Torres Strait Islander people as unique.... "Australia... from my observation... is peculiarly racist against us. Australia itself is uniquely racist towards Aboriginal Australians, I can't put it any more succinctly than that."*

Colonisation has had a profound and lasting impact on Aboriginal and Torres Strait Islander peoples in Australia. It displaced and dispossessed Aboriginal and Torres Strait Islander people from their land, often in a very violent way. It also forcefully imposed European systems such as governance, law, religion and culture.

Aboriginal and Torres Strait Islander peoples were subjected to policies of assimilation and forced removal of their children. To say colonisation had a lasting impact on Aboriginal and Torres Strait Islander peoples, does not represent the gravity of the ongoing influence that these decisions continue to have on socio-economic outcomes, health, education, and culture.

Aboriginal and Torres Strait Islander peoples were historically excluded from participating in Western schooling, making them less able to achieve in a Westernised society. If they were able to participate in schooling at all, they had to complete their schooling on missions, which embedded Western culture and actively worked to erase Indigenous culture and language (Bodkin-Andrews & Carlson, 2014). The effects of these decisions are ongoing.

Until 1967, Aboriginal and Torres Strait Islander peoples in Australia were not recognised as Australian citizens. This meant they faced many limitations on their lives, such as where they could go, live and work. This unfair treatment was deeply rooted in social and government systems, leading to significant disadvantages in areas like health, education, justice and employment.

These practices had and continue to have a significant, long-lasting impact on socio-economic outcomes, health, education and culture. Aboriginal and Torres Strait Islander peoples in Australia are still affected by the long-lasting effects of past laws, government policies and social beliefs. In 2008, the National Indigenous Reform agreement was approved. It set out Closing the Gap targets to improve health, education and justice outcomes. These targets can be found here [closingthegap.gov.au/](https://closingthegap.gov.au/)

# What are the impacts of racism?

Children and young people are particularly vulnerable to the harmful effects of racism. Racism can negatively affect childhood development. It has profound consequences for mental health, physical health and wellbeing as well as educational and social outcomes throughout life.

Racism harms children and young people's health in multiple, complex and reinforcing ways. Obvious racism, as well as structural, societal and institutional legacies of historical and contemporary racism, shapes children and young people's access to opportunities and creates unjust and unnecessary differences.

Racism impacts children and young people in a multitude of ways, including:

- Child development
- Health and mental wellbeing
- Physical health
- Safety and security
- Access to quality education, health care and housing
- Incarceration and youth justice
- Engagement in education
- Connection to culture and identity

**Mental health:** Children and young people who experience racism can face serious emotional and mental distress. Continual exposure to racism can lead to stress, anxiety, depression, behaviour problems and low self-esteem. It can also make individuals question their identity or feel disconnected from themselves and society.

**Behavioural and psychological impacts:** The behavioural and psychological repercussions of racism encompass hypervigilance, dwelling on negative thoughts and feelings, heightened threat perception and disturbances in sleep patterns.

**Health and health inequities:** Racism can negatively impact children's physical health and their immune and inflammatory systems, increasing their risk for chronic diseases later in life such as obesity, diabetes, stroke and heart disease.

*“Estimates suggest interventions to eliminate Aboriginal and Torres Strait Islander children’s experiences of interpersonal racial discrimination could reduce up to 42.4% of mental health inequities and 48.5% of sleep inequities.” (Priest et al, 2023)*

**Indirect effects:** Racism not only affects those directly targeted but also impacts those who witness or hear about others' experiences, even in online spaces. This vicarious exposure contributes to poor health outcomes, manifesting as difficulties in social-emotional adjustment and sleep disturbances. Additionally, caregivers' experiences of racial discrimination are linked to adverse physical and emotional health consequences for their children.

**Lack of safety and security:** Racism can undermine children's safety and security within their families and communities by increasing exposure to unemployment, neighbourhood violence and financial stress. This further impacts poor health.

**Access to quality education and care:** Racism can have a profound influence on the quality and accessibility of education in communities. It also affects young people's engagement within the education system. It often leads students to disengage from school, fostering a sense of hopelessness. Consequently, it results in reduced aspirations, diminished academic achievements, and adverse emotional and behavioural outcomes. These impacts filter out to the families and communities surrounding students, resulting in distrust for the school or early learning site, or education systems.

# Experiences of racism for Aboriginal and Torres Strait Islander children and young people

*“When I was in primary school and high school, I had to explain my Aboriginality to other students. Once fellow students found out I was Aboriginal, that allowed comments such as, ‘how much are you’ or ‘so you’re only half’ ‘You don’t look like an Aboriginal’. These comments really had an impact on me. When I was in years 5 through to high school, I wanted to have darker skin as this would ‘prove’ that I’m an Aboriginal. I was hurt and really confused because the people that were saying these racist comments to me were my friends or people I hung out with. Saying hurtful slurs to then saying ‘but you’re my mate’ or ‘it was only a joke, why are you being so sensitive’ was confusing. It does not give you permission to racially attack me because you feel comfortable being my friend.” (Priest et al, 2020)*

- anonymous

Racism is an everyday experience and major challenge for Aboriginal and Torres Strait Islander children, their families and communities. Some surveys have tried to capture how common these experiences are for Aboriginal and Torres Strait Islander children, although they are probably only a very small indication of the bigger problem:

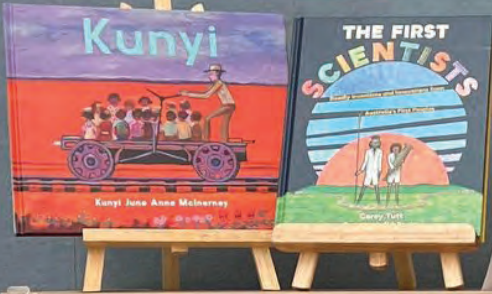
- **30%** of 9 – 14-year-old Aboriginal and Torres Strait Islander experienced interpersonal racial discrimination.
- **38%** of 10 – 15-year-old old Aboriginal and Torres Strait Islander were called names at least once or twice.
- **50%** of 10 – 15-year-old old Aboriginal and Torres Strait Islander reported direct experiences of racial discrimination while **72%** reported vicarious racial discrimination. (SOAR, N=4664 government school students in NSW and VIC, collected 2017)

These experiences lead to absences from school and a lack of trust for the school and teachers. They also lead to poor wellbeing and mental health issues that can spiral out of control.



# FIRST NATIONS RESOURCES

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# Institutional and systemic racism in education

To understand racism in education, we must interrogate the ways in which racism exists structurally, institutionally and systemically within education. We need to examine:

- the curriculum and pedagogical practices
- policies and procedures
- rules for children and young people
- how we discipline children and young people
- engagement with families
- the social contracts that exist in our education settings.

*“Discourses about racism are too often limited to micro-aggressions, such as name-calling, that frame racism in some individualistic-singular-point-in-time behaviour that is reduced to debates about ‘intent’, rather than the active perpetuation of a system built on racism itself.”*

*- Professor Bodkins-Andrews*

These elements and many more make up the systems that impact the way children and young people learn and engage in the education system.

It is important that we decolonise our curriculum and interrogate the ways we teach and learn. For example, reflecting on James Cook’s assertion that Australia was ‘discovered’ and that there were people here for thousands of years before that. Or how Australia’s constitution historically omitted acknowledgement of Aboriginal and Torres Strait Islander peoples, only counting them from 1967, and that decisions have been made for the country without Aboriginal and Torres Strait Islander people in mind.

There are historical chapters of Australia’s history that remain largely un-acknowledged and untaught, such as the prevalence of slavery, the systemic segregation of Aboriginal and Torres Strait Islander peoples, the forced removal of children from their families and massacres among other significant issues.

*“My niece has been experiencing racism at school since six years old. It began when a student approached her and said ‘this isn’t your country’ and followed with ‘your skin is ugly’. My niece came home upset and questioned her identity. She started to self-harm by scratching her skin to make it lighter. These comments and racial bullying continue to affect her. Consistent racial bullying inflicted by her peers ends with my niece in physical fights where she ends up with consequences and spending time in detention. She tells her teachers, but no action is taken, and often the perpetrators of the racism get no consequences at all.”*

*- anonymous*



## What is anti-racism?

Angela Davis is an iconic activist who spent her life and career dedicated to removing the structures that uphold racism. Anti-racism is the active process of identifying and eliminating racism by changing systems, organisational structures, policies, practices and attitudes, so that power is redistributed and shared equitably.

***“In a racist society, it is not enough to be non-racist, we must be anti-racist.”***  
- Angela Davis

It is when individuals and organisations actively work to identify, challenge and transform policies and practices that perpetuate racial inequalities and discrimination. This involves advocating for systemic change. It also means supporting policies and initiatives that address historical injustices, promote truth telling and actively dismantle racial hierarchy in institutions.

Anti-racist efforts must include listening to and uplifting the voices of those affected by racism, working collectively to dismantle oppressive systems and replacing them with systems that promote fairness, justice, and equality.

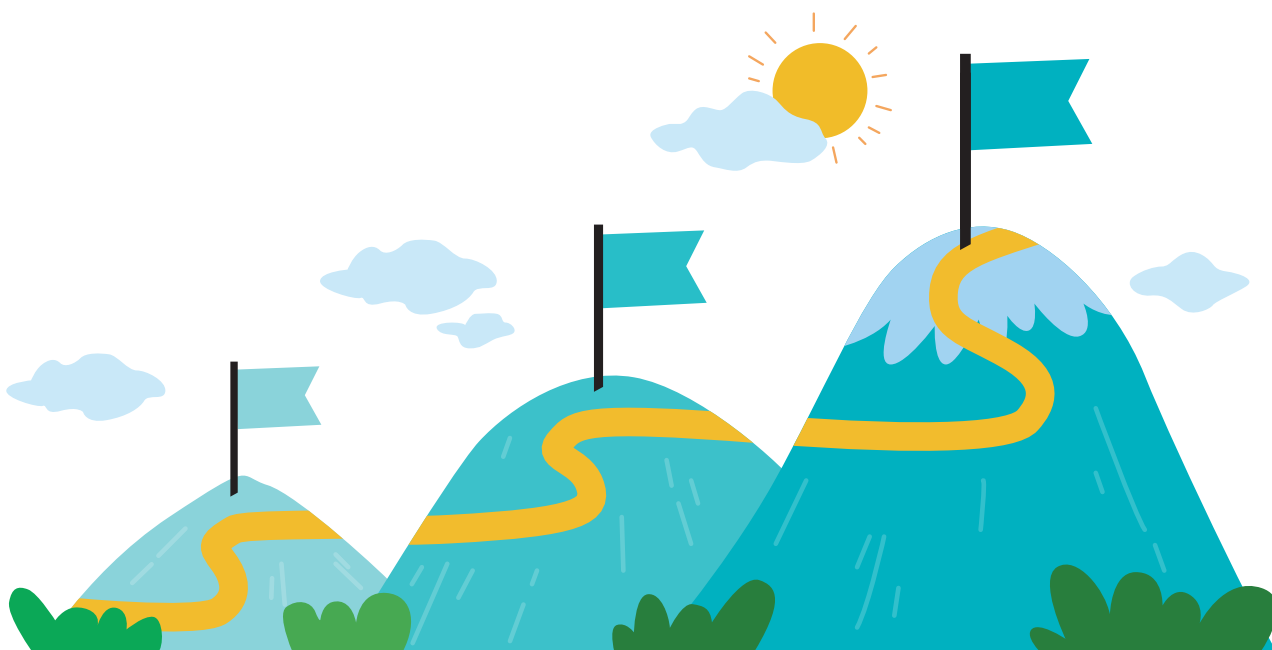
Anti-racism involves deliberate and intentional actions. Anti-racism means taking intentional steps towards addressing racism, whether big or small, always with the goal of moving towards a society that is free of racism. It is a skill that can be learned, and requires continued reflection, attention and practice. Without a strong anti-racist skillset, good values, morals and principles may become good intentions that don't always translate into good outcomes.

Part of working towards being an anti-racist teacher and educator is recognising that we are all capable of being racist – it's part of the society in which we all live and participate. Likewise, we can all be anti-racist, but it takes conscious thought and effort.

Author and teacher Ibram X Kendi says that “racist and anti-racist are like peelable name tags that are placed and replaced based on what someone is doing, supporting or expressing in each moment. These are not permanent tattoos. No one becomes a racist or anti-racist. We can only strive to be one or the other.”

To meaningfully engage in anti-racism, we need to apply a broader lens that focuses on truth telling, equity and institutional change. Our individual learning and behaviour is integral but also part of a tapestry of lifelong learning and understanding.





Interpersonal Anti-racism		
Fear zone	Learning zone	Growth zone
I deny racism is a problem	I recognise racism is a present and current problem	I promote and advocate for policies and leaders that are anti-racist
I avoid difficult questions	I seek out questions that make me uncomfortable	I sit with my discomfort
I strive to be comfortable	I understand my own privilege in ignoring racism	I speak out when I see racism
I talk to others who think and look like me	I educate myself about race and structural racism	I educate my peers on how racism harms the education system
	I am vulnerable about my own biases and knowledge gaps	I don't let mistakes deter me from being better
	I listen to others who think and look differently than me	I surround myself with others who think and look differently than me

Systemic Anti-racism		
Fear zone	Learning zone	Growth zone
I follow the policies and procedures of my organisation even though barriers exist for Aboriginal and Torres Strait Islander peoples	I question and review the policies of my organisation	We work in partnership with Aboriginal and Torres Strait Islander peoples to review and re-write the policies of the organisation
Lack of data collection	Some data is collected without collaboration with the communities impacted	Data is collected based on what Aboriginal and Torres Strait Islander people want to find out.
Aboriginal or Torres Strait Islander people are not involved in decision making	Aboriginal and Torres Strait Islander people are consulted on decisions	Aboriginal and Torres Strait Islander people are involved in all decisions
The leadership in my organisation is all non-Aboriginal people	The leadership in my organisation includes some diversity of cultural and racial backgrounds	We actively seek and ensure that Aboriginal and Torres Strait Islander people are in leadership positions within our organisation
We don't have any Aboriginal and Torres Strait Islander people working for our organisation	We have some Aboriginal and Torres Strait Islander people working in the organisation	We actively recruit Aboriginal and Torres Strait Islander people
Aboriginal and Torres Strait Islander cultures and histories are not visible	Some Aboriginal and Torres Strait Islander culture and history is visible	We actively ensure that our sites are celebrating Aboriginal and Torres Strait Islander cultures and history



# K A U R N A



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- Stay 1.5 metres from others not in your group.
- Regularly wash or sanitise your hands.



## Anti-racist education

Being an anti-racist teacher or educator means taking actionable steps towards a classroom, school, early learning setting and community that is free from all forms of racism. Addressing racism requires collective effort, policy changes, and promotion of inclusive societies that respect and value diversity. It involves challenging our biases, promoting equality and creating equitable opportunities for all individuals, regardless of their race or ethnicity.

**To be anti-racist, you can consider the following ideas:**

### Interpersonal

- Listen and learn from Aboriginal and Torres Strait Islander peoples
- Educate yourself on racism and anti-racism
- Learn about your own identity
- Respond to all incidents of racism when you hear or see them and address them appropriately
- Teach and talk about racism and anti-racism in your classroom in age-appropriate ways
- Facilitate conversations about racism with your students, colleagues, families and broader community
- Audit your resources and ensure that a diverse range of cultures are represented
- Embed Aboriginal and Torres Strait Islander perspectives and knowledges into your curriculum
- 

### Institutional/systemic

- Regularly review of data collection and ensuring incidents of racism are recorded and analysed
- Regularly organisational audits
- Regularly review policies
- Develop an anti-racism policy
- Develop an anti-racism strategy
- Develop a Reconciliation Action Plan (RAP)
- Appoint Aboriginal and Torres Strait Islander leadership
- Advocate for legal and policy reform in education
- Advocate or perform curriculum reform

**Keep learning about racism, including unlearning and relearning about our shared history. It is an ongoing and lifelong effort.**



# Responding to *systemic/institutional racism*

When it comes to racism, prevention is better than reaction. To best support education institutions that are free of racism, we need to create systems that don't tolerate racism in any form. Before we can identify and respond to interpersonal incidents of racism, we need to ensure that our systems and institutions are not creating inequality, or contributing to attitudes of teachers, students and the broader community.

## Values/philosophy/vision

Ensure that the values of your education setting reflect no tolerance of racism in any form. To shift cultural norms and acceptance of racist behavior, anti-racism needs to be embedded in the fabric of your education setting, starting with your values and core beliefs.

## Aboriginal and Torres Strait Islander participation and voice

When making decisions that directly impact Aboriginal and Torres Strait Islander children, students, families, and the broader community, you should ensure that Aboriginal and Torres Strait Islander people participate in decision-making, provide unique and necessary context, and share knowledge and expertise.

## Anti-racism professional development

Provide training and professional development opportunities for educators, teachers and other staff to recognise and combat racism. This training will give staff the racial literacy required to have conversations with students, support the racial literacy of their students, and create an equitable, safe and inclusive learning environment for all students.

## Anti-racism strategy and initiatives

Provide a clear and targeted approach to anti-racism by developing a comprehensive anti-racism strategy and initiatives that outline concrete steps, goals and timelines for addressing systemic racism within the school or early learning institution. This is a roadmap for change and will hold the school or early learning institution accountable to anti-racist action.

## School or early learning site-wide audit

Audit your school or early learning site to identify areas of improvement. This involves looking at representation, curriculum, rules, policies, procedures and discipline.

## Data collection and analysis

Collect and regularly analyse data to identify racial disparities. This may be by recording incidents of racism that occur, student and family experiences, family complaints, audit findings and other identified metrics. Use this data to inform policies and interventions that address these disparities.

## Review and revise policies

Review institutional policies, including those related to discipline, admissions and recruitment, to identify and eliminate any racial inequality. Make changes to these policies to promote equity and fairness for all students and staff.

# Responding to *interpersonal racism*

## CONVERSATION GUIDE

### What do you do if you see racism happening?

It can be challenging to identify and respond to incidents of racism, and it requires courage, thoughtfulness and effort. To respond to incidents of racism, we need to build racism and racial literacy, so that we are confident and capable of identifying it and addressing it. Direct and deliberate conversations will support a deeper understanding of what racism is, making it easier to recognise in the future. Ignoring or avoiding the topic leaves us all exposed to bias that exists wherever we live and work.

Don't wait for an incident to happen in your education setting to prompt action. By proactively talking about racism and anti-racism before it happens, and focusing on building children's skills and understanding of empathy, fairness, and intergroup skills, you can counter the development of negative attitudes, beliefs and behaviours.

### Talk about it at the time

Don't avoid conversations or conflict. If racism comes up, either through curiosity or behaviour, it needs to be addressed then and there, no matter how uncomfortable. Discuss it openly and honestly, and revisit with more information later. There is no comfortable way to talk about racism, so lean into the discomfort: this is where you will do the most learning.

### If its racist, talk about racism

When racism happens, conversations need to be specific. We might be more comfortable using different language, but it can dilute important conversations, and creates a stigma around the word racism. Call it out when it happens.

### If you don't know, research

You won't have all the answers and that is okay. Sometimes you might feel out of your depth, so when you have called out racism, take the time to learn and understand later.

### Revisit

Sometimes the situation doesn't have room for conversations or more follow up at the time. It is important to revisit these conversations when time allows and talk through the issue. Ask questions and find out more about the situation.

### Plan for future learning

Once you have talked through the problem, you can begin finding solutions. Plan for learning about anti-racism, and how to build the skills and capacity of those involved in racist behaviours. Ongoing learning is key to behaviour and social change.

Do not rely on Aboriginal and Torres Strait Islander staff to address issues of anti-racism. Discuss with Aboriginal and Torres Strait Islander staff members how they would like to contribute to conversations and solutions but be considerate and don't burden them with work that could be challenging or triggering. Relying on Aboriginal and Torres Strait Islander staff members creates added cultural load.



# Anti-racist curriculum

Our curriculum guide covers foundation all the way to secondary school. Activities are intended to be non-prescriptive so that they can be easily adapted for your own context.

**You can find suggested activities for the following:**

Early Childhood

Lower Primary

Upper Primary

Secondary





# Early childhood

## Activity 1 – Same and different

Understanding differences and similarities is important foundational knowledge for building values that are anti-racist and inclusive. Collect a variety of dolls that represent different cultures and ethnicities, ensuring that you include Aboriginal and Torres Strait Islander dolls. Sit down with children and compare the dolls, discussing what is different about them and what is the same. Allowing children time to explore dolls with different skin colours or that represent different cultures is important but should also include intentional and deliberate conversation.

- What makes these dolls the same?
- What makes these dolls different?
- Do you have anything in common with the dolls?
- What is different about you to the dolls?

***Outcome 2: Children are connected with and contribute to their world  
Children respond to diversity with respect.***

## Activity 2 – Children do see colour

It can be a common response when talking to teachers and educators about racism, that children don't see colour or 'we teach children not to see colour'. While the intention of comments like this is good, the outcomes for children are rarely positive. The fact is, children do see colour. We all see the colour of people's skin. Even babies see the colour of people's skin: their brains can pick up differences by the time they're six months old, according to the American Academy of Paediatrics. When we avoid conversations and stifle children's natural curiosity about race and skin colour, it can result in children coming to their own conclusions, often be based on negative stereotypes. Introduce the concept of skin colour to children, and the various reasons why we have different skin colours. There are several great books that can support conversations about the science behind skin colour. Read them with children and open conversations about what you learn.

- The skin you live in by Michael Tyler
- All the colours we are by Katie Kissinger
- The colours of us Karen Katz

***Outcome 1: Children have a strong sense of identity  
Children learn to interact in relation to others with care, empathy, and respect.***

***Outcome 2: Children are connected with and contribute to their world  
Children respond to diversity with respect.***

## Activity 3 – Skin colour matching

Once you have set the foundations for learning about skin colour, you can begin to explore the concept in 'All the colours we are' that we are all different shades of brown. Using paint swatches from your local hardware store, ask students to match their skin colour to the most appropriate shade. This activity can give students a good perspective that we all have different skin colours and come in lots of different shades. To finalise the work on skin colour, encourage students to create a self-portrait using mirrors and different shades of paints. There are several YouTube tutorials on how to mix skin colour shades, but to start you will need red, blue, yellow and white.

***Outcome 1: Children have a strong sense of identity  
Children learn to interact in relation to others with care, empathy, and respect***

***Outcome 2: Children are connected with and contribute to their world  
Children respond to diversity with respect***

## Activity 4 – Cultural sharing and storytelling circles

Invite Aboriginal and Torres Strait Islander community members to visit your sites and share about who they are. They can share stories, songs, dances or anything about their culture or more. It can't be underestimated how much value children get from engaging in relationships with Aboriginal and Torres Strait Islander people. Meeting and interacting with diverse groups of people is the best anti-racism strategy you can commit to.

Be sure to consider that your site is a safe and inclusive space for Aboriginal and Torres Strait Islander peoples to enter. Inviting Aboriginal and Torres Strait Islander peoples into your site requires effort and thoughtfulness to build relationships. You will need to negotiate time, payment and purpose.

***Outcome 2: Children are connected with and contribute to their world***

***Children respond to diversity with respect***

***Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.***

## Activity 5 – Fairness scenarios

Showing children scenarios where someone has been treated unfairly can be an effective and engaging way to help children understand fairness.

Start this activity by watching one of the following episodes of television:

Sesame street – Fairness <https://www.youtube.com/watch?v=-t5BPUhYHtw>

Bluey Season 2 episode 1 <https://www.bluey.tv/watch/season-2/dance-mode/>

Little J and Big Cuz Season 1 episode 12 <https://www.sbs.com.au/ondemand/ko/tv-series/little-j-and-big-cuz/season-1/little-j-and-big-cuz-s1-ep12/934822467556>

These episodes will show children examples of fairness and unfairness. Engage the children in open discussions about their feelings, thoughts, and the importance of fairness and empathy. Encourage them to brainstorm ways to create a more inclusive and fairer environment. This not only helps them understand the impact of unfair treatment but also empowers them to contribute to a positive and supportive community.

***Outcome 2: Children are connected with and contribute to their world***

***Children respond to diversity with respect.***

***Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.***





## Lower Primary

### Activity 1 – Who are we?

Discuss where students were born? Were they born in Australia, or did they move here? What countries are their ancestors from? Do they know when and how their ancestors came to Australia?

This activity will require students to talk to their families and gather information. A template is attached in the appendix, or you can create your own.

Use the discussions as an opportunity to talk about what Australia looked like before colonisation. For thousands of years Aboriginal and Torres Strait Islander people lived in Australia. 250 years ago, people started to move to Australia from other countries around the world. Use the AIATSIS Map of Indigenous Australia to talk to students about what Australia looks like and would have looked like before contact.

***AC9HSFK01 - the people in their family, where they were born and raised, and how they are related to each other***

***AC9HSFK03 - the features of familiar places they belong to, why some places are special and how places can be looked after***

***AC9HS1S01 - develop questions about objects, people, places and events in the past and present***

***AC9HSFK04 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located***

### Activity 2 – Learning about diversity

To support children to learn and celebrate diversity in Aboriginal and Torres Strait Islander cultures, you need to expose children to the different ways in which people live and express their identities. Before colonisation, there were more than 500 different groups around the continent, many with distinctive cultures, beliefs and languages.

Using one of the following books, begin exploring the unique identities of Aboriginal and Torres Strait Islander people:

- 'Our home, our heartbeat' by Adam Briggs
- 'This book thinks ya deadly' by Corey Tutt

Use one of these books as an opportunity to talk about the diverse ways that Aboriginal and Torres Strait Islander people live, work, play and practice their culture in Australia.

***AC9HS1S01 - develop questions about objects, people, places and events in the past and present***

***AC9HSFK04 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located***

***AC9EFLE01 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

***AC9EFLE02 - respond to stories and share feelings and thoughts about their events and characters***

***AC9E1LE01 - discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

***AC9E2LE01 - discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

## Activity 3 – Research projects

Ask students to choose a person from one of the books:

- 'Our home, our heartbeat' by Adam Briggs
- 'This book thinks ya deadly' by Corey Tutt

Once they have chosen a person, ask students to do further research. Ask students to create posters or infographics that celebrate the chosen person and their favourite things about them. Posters can include facts, favourite things they have learned, their Country, pictures of them, and pictures of significant events or celebrations they have been a part of.

***AC9EFLE01 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

***AC9EFLE02 - respond to stories and share feelings and thoughts about their events and characters***

***AC9E1LE01 - discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

***AC9E2LE01 - discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators***



## Activity 4 – Group discussion

As a group, answer the following questions:

- What makes me different?
- What makes me special?
- What do I have in common with my classmates?
- What makes my classmates different or special?
- What makes me similar to my classmates?
- Why is difference special and important?
- What happens if someone is mean to someone because they are different or special?

Document students' ideas and display them in the classroom.

***AC9HPFP01 - investigate who they are and the people in their world***

***AC9HP2P01 - describe their personal qualities and those of others, and explain how they contribute to developing identities***

## Activity 5 – Storybook creation

Choose age-appropriate storybooks that address themes of diversity, focusing on Aboriginal and Torres Strait Islander stories.

- My Kind by Eddie Betts
- Our Skin- A conversation about race by Megan Madison, Jessica Ralli & Isabel Roxas
- Come Together by Isaiah Firebrace
- Walk with us by Adam Goodes
- Included by Jayneen Sanders
- Skin like me by Latisha Perry
- Just like me by Vanessa Brantley- Newton

After reading the story, lead a discussion about the characters, their experiences and how they treated each other. Ask questions that prompt children to think about fairness and kindness. Ask students to write their own stories about someone who was treated unfairly and how they might change their story to make that person feel included and be treated with fairness and respect.

***AC9EFLE01 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

***AC9E1LE01 - discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

***AC9E2LE01 - discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators***

## Activity 6 – Turning our words into action

To further emphasize the importance of treating each other with fairness, introduce a weekly fairness and respect award for the classroom. This award should link to the discussions of what fairness and kindness looks like based on their story creation in activity 7. Ask students to contribute to a brainstorm on what we would look for when deciding who receives the fairness award and display their ideas. When giving the fairness award at the end of each week, make sure to refer back to the ideas that the students decided on.

***AC9HP2P02 - identify and explore skills and strategies to develop respectful relationships***

***AC9HPFP02 - practise personal and social skills to interact respectfully with others***



# Upper primary

## Activity 1 – Cultural show and tell

Encourage students to bring in items from their own cultural backgrounds to share with the class. If you haven't done it already, pre-empt this activity with Activity 1 – Who are we? This will support students to understand their own cultural identity and that everyone has a culture that they celebrate.

Allow each student to explain what the item is and why it's important to their family or culture. This activity helps children appreciate the diversity within their own classroom. Always provide alternative options for students and families who don't want to participate or have barriers in participating.

***AC9HP4P01 - investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts***

***AC9HP6P01 - explain how identities can be influenced by people and places, and how we can create positive self-identities***

***AC9HP4P05 - describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities***

## Activity 2 – Newspaper audit

Bring in copies of different papers and printouts from online and ask students to read through different news articles. We suggest using mainstream media as well as including articles from ABC Indigenous, NITV or the National Indigenous times. Record how many articles feature Aboriginal and Torres Strait Islander people, and how many articles feature something positive.

What impact does reporting have on the way that we view Aboriginal and Torres Strait Islander people? How can you find out more information about Aboriginal and Torres Strait Islander people?

***AC9HP4P03 - Describe how choices and actions can be influenced by stereotypes***

***AC9HS3S01 - Develop questions to guide investigations about people, events, places, and issues.***

***AC9HS3S05 - Draw conclusions based on analysis of information.***

***AC9HS3S06 - Propose actions or responses to an issue or challenge that consider possible effects of actions.***

## Activity 2 – Charlie Pickering video

To understand this video, students will need to understand the racism experienced by Adam Goodes. To help you explore this, we recommend checking out this resource <https://thefinalquarterfilm.com.au/wp-content/uploads/2019/07/AToM-Study-Guide-The-Final-Quarter-web.pdf>

Once you have learned about Adam Goodes, watch this [clip](#) as a group and answer the following questions. Record your answers on a white board or butchers' paper:

- What are the similarities between the reporters commenting on Adam Goodes?
- Were the comments racist?
- Why were they racist?
- What makes something racist?
- What decisions could news outlets make to show more diverse views?
- What impact did racism have on Adam Goodes and his career?

**AC9HP4P03 - Describe how choices and actions can be influenced by stereotypes**

**AC9HS3S05 - Draw conclusions based on analysis of information**

**AC9HS3S06 - Propose actions or responses to an issue or challenge that consider possible effects of actions**

## Activity 3 – Book audit

As a group, audit the books in your classroom or library using the following questions:

- Does the book have a person of colour or an Aboriginal or Torres Strait Islander person in it? If there is no person of colour or an Aboriginal or Torres Strait Islander person present in the book remove it.
- Does the person of colour or an Aboriginal or Torres Strait Islander character have a storyline, or are they just pictured? If they are just in some pictures, remove the book.
- Is the main character a person of colour or an Aboriginal or Torres Strait Islander person a main character or are they a side character? Remove every book where the character is not the main character.
- How many books do you have left? Do you have enough books that tell stories for people of colour or Aboriginal or Torres Strait Islander peoples in? How many of the books left feature an Aboriginal or Torres Strait Islander person as a main character?

If you find you need more resources that represent and amplify the voices of Aboriginal or Torres Strait Islander people, brainstorm a wish list of books you would like to add to the library as a group. We suggest having a year-round display of Aboriginal and Torres Strait Islander stories that you change regularly.

**AC9HP4P03 - Describe how choices and actions can be influenced by stereotypes.**

**AC9HS5S02 - Locate, collect and organise information and data from primary and secondary sources in a range of formats**

**AC9HS3S05 - Draw conclusions based on analysis of information.**

**AC9HS3S06 - Propose actions or responses to an issue or challenge that consider possible effects of actions**

## Activity 4 – Watch ‘Give nothing to racism’

Watch the video [here](#) and discuss the following questions:

- What does it mean when he says give nothing to racism?
- What might people be ‘giving’?
- What were some of the examples of things people do that might encourage racism?
- What can you do instead?

Brainstorm a list of ideas about how you might respond to racism when you see it happen.

***AC9HP4P05 - Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities***

***AC9HP4P09 - Interpret the nature and intention of health information and messages and reflect on how they influence personal decisions and behaviours***

***AC9HP4P10 - Investigate and apply behaviours that contribute to their own and others’ health, safety, relationships and wellbeing***

## Activity 5 – The Invisible Discriminator

Watch the video The Invisible Discriminator [here](#) and then talk as a group about the video and how it made students feel. Ask students to think about the following questions:

- How do you think the man felt when no one sat next to him on the bus?
- What could you do to make him feel better in that situation?
- Why do you think people behave like this?
- Pull out your brainstorming from activity 4 and add to it. What other ideas do you have to respond to racism?

***AC9HPFP02 - practise personal and social skills to interact respectfully with others***

***AC9HPFP03 - express and describe emotions they experience***

***AC9HP2P03 - identify how different situations influence emotional responses***

***AC9HP2P02 - identify and explore skills and strategies to develop respectful relationships***

***AC9HP2P06 - investigate a range of health messages and practices in their community and discuss their purposes***

# Secondary

## Activity 1 – You can't ask that

Watch the episode of 'You can't ask that' for Indigenous Australians (available on ABC iView) and answer the following questions:

- Were the questions racist and why?
- What assumptions were being made?
- Did you hold any of these points of view before watching the show?
- Where do racist stereotypes come from?
- How can you unlearn stereotypes?
- How can you learn truths about Aboriginal and Torres Strait Islander people?

***AC9HP8P01 - Analyse and reflect on the influence of values and beliefs on the development of identities***

***AC9HP10P01 - Analyse factors that shape identities and evaluate how individuals influence the identities of others***

***AC9HP10P05 - Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities***

## Activity 2 – Create a comic

Ask students to create a scenario where racism occurs and what the bystander response could be. Using comic book frames or another medium of their choice, ask students to create a series of panels to illustrate how to address racism when it occurs. You might like to use clips from the 'Racism – it stops with me' campaign as inspiration, which you can find [here](#).

***AC9HP8P01 - Analyse and reflect on the influence of values and beliefs on the development of identities***

***AC9HP10P01 - Analyse factors that shape identities and evaluate how individuals influence the identities of others***

***AC9HP10P05 – Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities***

## Activity 3 – The Final Quarter

Watch this film as a class. There is a free study guide available to further understanding of the film.

<https://thefinalquarterfilm.com.au/wp-content/uploads/2019/07/AToM-Study-Guide-The-Final-Quarter-web.pdf>

Use the activities on white privilege to help students understand the reflection that might be required of them to be anti-racist in the classroom and beyond.

After watching the film, ask students to write a poem responding to the film about how it made them feel.

***AC9HP8P01 - Analyse and reflect on the influence of values and beliefs on the development of identities***

***AC9HP10P01 - Analyse factors that shape identities and evaluate how individuals influence the identities of others***

***AC9HP10P05 - Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities***

## Activity 4 – Media examination

Choose a variety of media coverage on Aboriginal and Torres Strait Islander peoples and issues. Choose a racist event from contemporary times to explore and ask students to examine the media response on that event. Some suggestions include Adam Goodes' war dance, Donnell Wallam's netball sponsorship and the 2023 National Referendum on a Voice to Parliament. Choose several media responses from newspapers and television news and ensure that you have a variety of media represented (mainstream, public).

Then answer the following questions and write a summary for each response:

- Who was being interviewed and what is their race or background?
- What types of questions were being asked? (Open, leading, closed...)
- What parts of the report were factual and what were opinion?
- What parts of the report were beneficial and what was not beneficial?
- Were any parts of the report racist, and why do you think they were racist?
- What would you change to make the report fair?
- How do you think these reports might impact the way society views First Nations people?
- How do you think these reports might make First Nations people feel?

***AC9HP8P09 - Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing***

***AC9HP8P01 - Analyse and reflect on the influence of values and beliefs on the development of identities***

***AC9HP10P01 - Analyse factors that shape identities and evaluate how individuals influence the identities of others***

## Activity 5 – Media fact checking

It is important to understand how to fact check and vet media resources to ensure you are getting information that is not only fair and just, but also giving you factual and up to date information. Introduce key concepts such as bias, credibility, primary sources and fact-checking tools. Discuss the difference between fact and opinion. Choose one of the articles that was used in the media examination in activity 4 and ask the following questions:

- What is the author's background and expertise on the topic?
- What is the reputation of the publication or website?
- Are their references for any claims made in the article?
- Are the sources primary (original research/first hand accounts) or secondary (interpreted or analysed)?
- What is the tone of the article? Is it neutral or does it exhibit bias?
- Does the article present multiple perspectives on the issue or does it seem one-sided?
- Are there any words in the article that are loaded or emotionally charged that might indicate a bias?
- What specific claims or statements are made in the article?
- Can these claims be verified independently through reliable sources or fact checking websites?
- What is the purpose of the article?
- How does the article make you feel, and does that influence your perception of the information?
- Are there any assumptions or preconceived notions that you bring to your interpretation of the article?

***AC9HP8P09 - Investigate how media and influential people impact attitudes, beliefs, decisions, and behaviours in relation to health, safety, relationships and wellbeing***

***AC9HP8P01 - Analyse and reflect on the influence of values and beliefs on the development of identities***

***AC9HP10P01 - Analyse factors that shape identities and evaluate how individuals influence the identities of others***



## Activity 6 – Identity mapping

Begin with a discussion on the concept of identity and how it goes beyond simple categories (e.g. cultural background, ethnicity, religion, gender, interests). Introduce the idea of intersectionality, explaining that identities intersect, influence and shape each other.

Share examples of how cultural background, gender or other factors contribute to one's identity. Have students create identity maps that visually represent different aspects of their identities, including cultural background, ethnicity, religion, hobbies, and more.

Discuss how these identities intersect and influence who they are. There is no right or wrong way for students to do this, and they can use any format to represent themselves. Conclude the activity with a discussion on the importance of understanding intersectional identities.

***AC9HP8P01 - Analyse and reflect on the influence of values and beliefs on the development of identities***

***AC9HP10P01 - Analyse factors that shape identities and evaluate how individuals influence the identities of others***

***AC9HP8P05 - Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities***

***AC9HP10P05 - Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities***



## Activity 7 – Research-based advocacy

Support student understanding of the Closing the Gap initiative, which aims to reduce disparities between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples in areas such as health, education and employment.

Ask students to research specific targets from Closing the Gap, such as educational inequalities or access to healthcare. Encourage students to apply their understanding of what they have researched to developing an advocacy plan to raise awareness and promote change for these targets. This could include anything from social media campaigns and writing to politicians to addressing systemic issues that they have identified.

Ask students to share their work in small groups and provide constructive feedback. Allocate time to allow students to implement their advocacy plans and share their outcomes.

***AC9HP8P05 - Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities***

***AC9HP10P05 - Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities***

## Activity 8 – Anti-racism strategy

Ask students to write an anti-racism plan that includes actions the students and the school can take to combat racism, raise awareness and make change in the school and the community. Support students to implement their plans by holding student action groups and engaging decision-makers in the school to support them to achieve their goals. See the appendix for a template on action planning.

***AC9HP8P05 - Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.***

***AC9HP10P05 - Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities***



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# Important Resources

Reconciliation Australia – Narragunnawali – Take Action Against Racism RAP Action  
<https://www.narragunnawali.org.au/rap/actions/30/take-actionagainst-Racism>

Sharing Stories Foundation  
<https://sharingstoriesfoundation.org/sharing-our-stories/>

Playschool - Hand in hand episode about racism with extension ideas  
<https://www.abc.net.au/abckids/shows/play-school/extension-ideas/hand-in-hand/12384202>

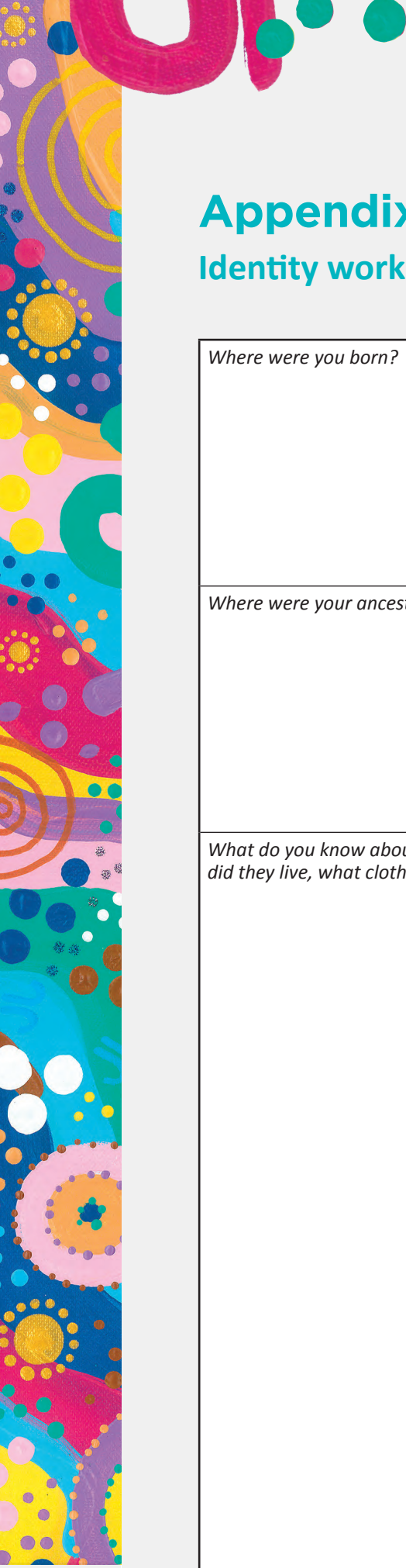
Talking to your kids about racism  
<https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

The Healing Foundation  
<https://healingfoundation.org.au/intergenerational-trauma/>

Racism No Way  
<https://racismnoway.com.au/>

Racism it Stops with Me  
<https://itstopswithme.humanrights.gov.au/>





# Appendix 1

## Identity worksheet

*Where were you born?*

*Where were your ancestors born?*

*What do you know about your ancestors? What did they celebrate, what types of food did they eat, where did they live, what clothes did they wear?*

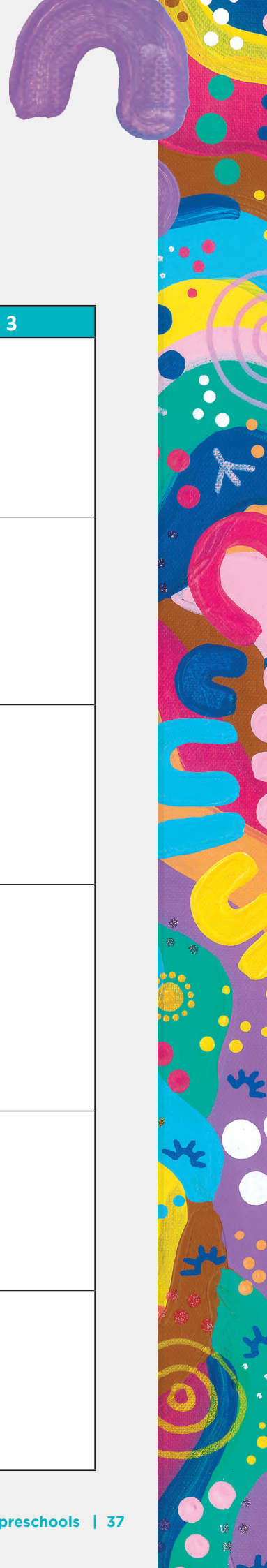


# Appendix 2

## Anti-racism planning template for students

Choose three specific actions and record your plan to follow up.

	Action 1	Action 2	Action 3
<i>What is the action?</i>			
<i>Who is the person/s responsible?</i>			
<i>Who are the people that can help you to plan it or do it?</i>			
<i>What kinds of things do you need to be able to do this action? (Things to borrow, things to buy)</i>			
<i>How much time do you need to get it done</i>			
<i>How will you know it has created change? How will you measure that it worked?</i>			





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