



Being Me : Knowing You



Student Home Learning Book

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**Australian
Human Rights
Commission**

everyone, everywhere, everyday



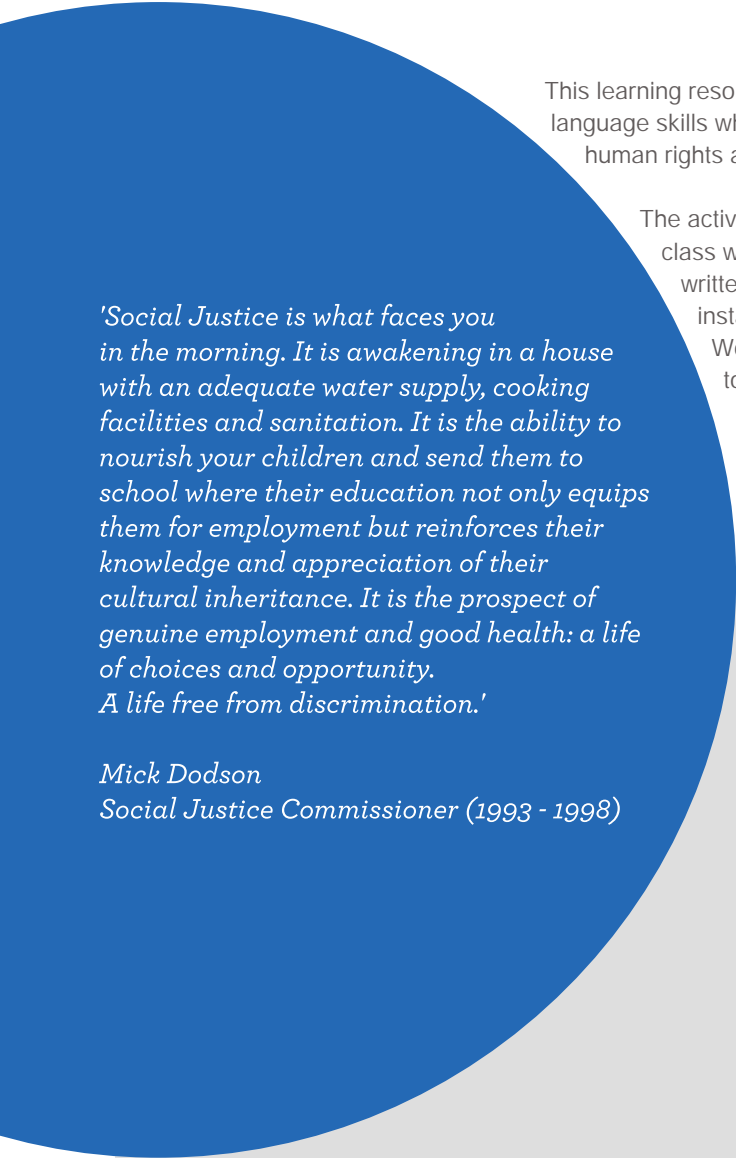
*Where language
and culture
come together*

Introduction to the materials



This learning resource has been designed to assist you in developing your language skills while you work with some real life issues related to the topic of human rights and discrimination.

The activities in this book are designed to support those that you will do in class with your teacher and your fellow students. They have also been written so that you can do the tasks with members of your family, for instance, your parents, brother, sister, aunt, uncle, grandparents. Work with a family member or members that are interested in the topic and will help you work through the various activities.



'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)*

Who and When?

Who will you work with?

I think I will work with (write down family members who will assist you with the home learning tasks):

When is a suitable time to work with your family?

I think I will work through this Student Resource book (usually 40-60 minutes once a week) with members of my family. The appropriate time to work with my family members is:

Six Critical Thinking Friends

Use the following six critical thinking friends to help you when thinking about your tasks:

Who?

What?

Where?

When?

Why?

How?

Week 1

Home Learning Task 1

Knowing people in my family's life:

How many people from different countries do you and people in your family know? Use the table below to record your own responses then those of other members in your family.

I know people from the following countries:

1. eg. Australia	4.	7.
2.	5.	8.
3.	6.	9.

My (mother / father / _____) knows people from the following countries:

1.	4.	7.
2.	5.	8.
3.	6.	9.

My (sister / brother / uncle / _____) knows people from the following countries:

1.	4.	7.
2.	5.	8.
3.	6.	9.

Week 1

Home Learning Task 2

With your family do the following quiz and circle the answers.

1. Discrimination on the basis of race is called:

- a. ageism
- b. racism
- c. sexism

6. Everyone has a right to live in a society:

- a. full of discrimination
- b. free from discrimination
- c. sick of discrimination

2. It is illegal to discriminate against a person because of their:

- a. ethnicity
- b. gender
- c. disability

7. A word to express an apology is:

- a. sorry
- b. bless you
- c. hello

3. Someone who has left their country because it is unsafe is called a:

- a. tourist
- b. immigrant
- c. refugee

8. Age discrimination is against the:

- a. wall
- b. discrimination
- c. law

4. In Australia over 200 different:

- a. languages are spoken
- b. communications are spoken
- c. texts are spoken

5. Australians represent many different ethnic groups and:

- a. costumes
- b. recipes
- c. religions

Week 2

Home Learning Task 1

Stereotypes

The following activity was started in class, however, investigate ideas with various members of your family. Ask them to tell you about some of the stereotypes that exist about your culture that they are aware of. List these, then write down some of the things that you are all proud of about the culture you represent. The first is an example.

	Stereotype	I'm proud that . . .
	Italians only eat pasta and pizza	Italians are famous for their variety of foods and dishes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Week 2

Home Learning Task 2

Profile of a famous human rights achiever:

Each of the people below has become famous for challenging some form of discrimination. Which of these people do you and your family know about?

Gandhi (Mahatma)
Jesse Jackson
Eddie Mabo
Nelson Mandela

Select either one of the people mentioned above or with your family think about a person you know in society (an actor, sportsperson, person in the community) and briefly outline the experiences of that person in challenging human rights. Complete the table below based on their experiences.

Bring this profile into class to present.

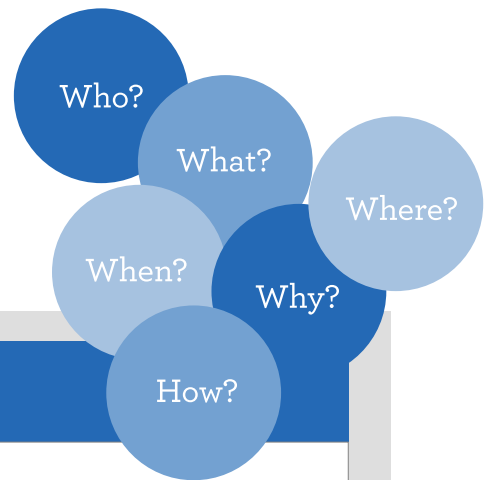
Name	Occupation / Position	Human rights issues faced	Resolution of issues	Interesting details

Week 3

Home Learning Task 1

Planning your project

With your family members discuss your project plan. Use the six critical thinking friends to help you prepare your project.



Project Planner

My project will be in the form of (eg. A rap song, poster, sketch, collage?)

The key messages that will be included are:

Materials/resources that will be used are:

Family members who will assist me with this project are (discussing, planning):

My time schedule for this Project:

Tasks to be completed

Week

Week 4

Week 5

Week 6

Presentation of Project

Week 3

Project Planner continued

Planning notes (eg. Layout of the poster, key sentences that will be used, colours etc.)

sketch

Week 4

Home Learning Task 1

With your family members match the terms with the definitions:



- dignity
- respect
- discrimination
- human rights
- equal opportunity

1. ● _____ is the right of everyone to have the same chances as others and not to be treated differently.
2. ● _____ occurs when you are regarded in a polite way and are paid proper attention.
3. ● _____ occurs when someone is treated unjustly because of their gender, ethnicity, age, disability etc.
4. ● _____ means an understanding that recognises the value of every person, and their entitlement to a set of fundamental human rights.
5. ● _____ is a group of understandings that focus on equitable and appropriate behaviour.

Week 4

Home Learning Task 2

Situation case study

With your family review the Situation Case Study (your teacher will provide you with this card) and discuss the situation with your family members. Note down your family group responses.

What is the problem?



What can the characters do? List some strategies.

- a. Do you know of anyone who has encountered a similar problem? If so, describe it.
- b. What happened?
- c. What did the people do?
- d. Which of the responses from each of the people involved do you and your family feel was the most appropriate? Or can you and your family think of a more appropriate response (if relevant)?

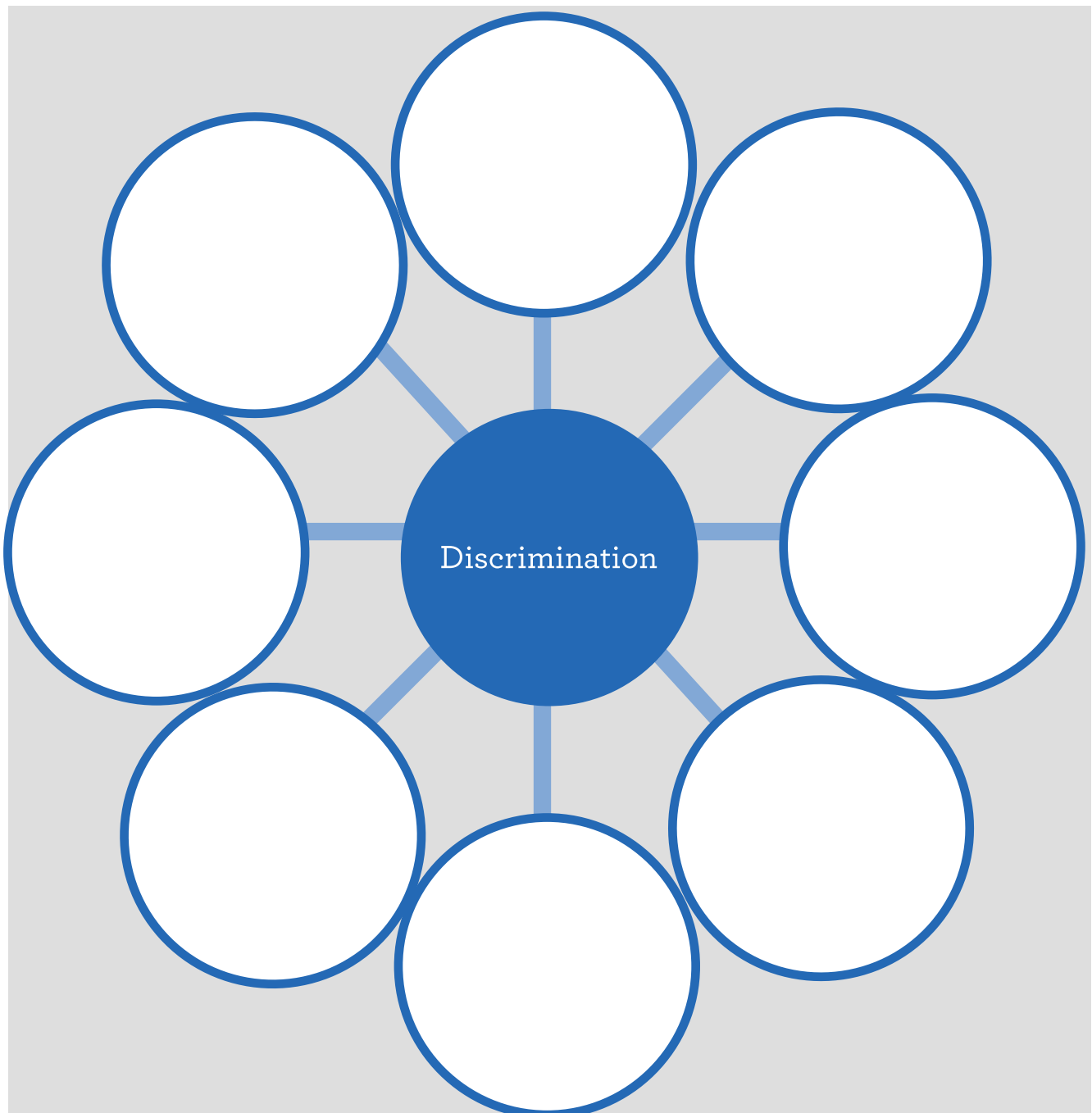
Week 5

Home Learning Task 1

In class you have discussed the issue of discrimination. Discuss this idea together with members of your family and complete the mindmap.

Think about:

- What is discrimination?
- Why might it happen?
- How is it expressed?
- What are the results? (think about how it makes a person feel and the impact on society)



Week 5

Home Learning Task 2

Work on your project to present at the Being Me: Knowing You - Human Rights Awareness Event.



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.

