

Teacher Resource Pack

NO OFFENCE

YOUTH
CHOICES
EMPOWERED BY CONSTABLE CARE

Contents

<i>Overview</i>	3
<i>Curriculum Links</i>	5
<i>01 Introducing Key Concepts</i>	7
<i>02 Before the Show</i>	8
<i>03 Day of the Show</i>	11
<i>04 After the Show</i>	13
<i>05 Extension Activities</i>	16
<i>Additional Resources</i>	18

Teacher Information and In-Class Activity Pack

Performance Type: 3-4 actor multimedia theatre presentation

Topic: Racism and microaggressions

Duration: 60-90 minutes, including active interventions after scripted play

Audience Size: Maximum of 100 students

Age Group: Years 7 to 12

Content Warning: Contains strong language and themes of racism

Synopsis

Steve and Shumaila are young Australians, both trying to get through normal days. No Offence commences with a ten-minute screening of a film based on the real experiences of Australian students, exploring how people of culturally and linguistically diverse backgrounds can experience racism, bullying, and microaggressions (both accidental and explicit).

The Youth Choices team facilitate interactive discussion, role play, and redirected scenarios that encourage students to examine diverse perspectives. Students explore the impact of negative responses and behaviours on personal identities, develop empathy and appreciation of cultural diversity, and support them to find appropriate ways of being upstanding bystanders, taking steps towards becoming anti-racist and developing more equitable communities.

Concepts Addressed

- Racism, racial profiling, and microaggressions
- Bullying
- Cultural diversity
- Empathy
- Ethical behaviour and responsibility, care and compassion for self and others
- Understanding, tolerance, and inclusion

HOW TO USE THIS RESOURCE

Section 1 should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

Section 2 is to be used on the day of the performance, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

Section 3 is designed as a set of activities to extend the learning after watching the performance. These activities support the learning generated in the performance and solidify student's understanding of the topics.

PLEASE NOTE

Constable Care Child Safety Foundation invites schools to participate in pre- and post surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at education@constablecare.com.au and we will send you the materials.

Curriculum Links

No Offence lends itself strongly to the Health and Physical Education curricular with clear links to Civics and Citizenship across years 7 & 8. However, this could also be explored as a Literature unit in the English curriculum, with the short film and characters as the focus. The below activities lend themselves to a thorough exploration of the social and emotional outcomes in the General Capabilities; particularly relating to Personal and Social Capabilities, Ethical Understanding, Intercultural Understanding and Critical and Creative Thinking, allowing students to add depth and richness to their learning through emotional development.

Years 7 & 8:

English

- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626).
- Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628).
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807).

Civics and Citizenship

- Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian (ACHCK066).

Health and Physical Education

- Strategies for managing the changing nature of peer and family relationships (ACPPS071).
- Communication techniques to persuade someone to seek help (ACPPS072).
- Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:
 - assertive responses
 - stress management
 - refusal skills
 - contingency plans
 - online environments
 - making informed choices (ACPPS073)
- The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074).

- Personal, social and cultural factors influencing emotional responses and behaviour, such as:
 - prior experience
 - norms and expectations
 - personal beliefs and attitudes (ACPPS075)
- Sources of health information that can support people who are going through a challenging time (ACPPS076).
- Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:
 - respecting diversity
 - exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community
 - challenging racism, homophobia, sexism and disability discrimination
 - researching how stereotypes and prejudices have been challenged in various contexts (ACPPS078; ACPPS079)

Years 9 & 10:

English

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639).
- Evaluate the social, moral and ethical positions represented in texts (ACELT1812).
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642).

Health and Physical Education

- Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian (ACHCK066).
- The impact of societal and cultural influences on personal identity and health behaviour, such as:
 - how diversity and gender are represented in the media
 - differing cultural beliefs and practices surrounding transition to adulthood (ACPPS089)
- Skills and strategies to promote respectful relationships, such as:
 - appropriate emotional responses in a variety of situations
 - taking action if a relationship is not respectful
 - appropriate bystander behaviour in physical and online interactions (ACPPS093)
- Effects of emotional responses on relationships, such as:
 - extreme emotions impacting on situations or relationships
 - the consequences of not recognising emotions of others (ACPPS094)
- Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community (ACPPS096; ACPPS097).

01

Introducing Key Concepts

Use the following Key Concepts and accompanying definitions to assess your students' existing knowledge and understanding of the themes in this incursion. The pre-incursion activities below provide suggestions of how to explore these themes both in the classroom and at home.

Racism

Prejudice or antagonism by an individual, group or organisation towards a person or people on the basis of their ethnic or cultural background. A racist theory is one which promotes the belief that people of different ethnic or cultural backgrounds have distinct characteristics, abilities or qualities, in order to rank them as inferior or superior to another.

Microaggressions

Microaggressions can appear as insults or verbal abuse, insensitive comments stemming from internal bias, environmental indignities (such as a town in which buildings are named solely after people of one racial background), or non-verbal behavioural communicating hostile or negative attitudes towards a culturally marginalised person or group. These instances are brief and commonplace, often occurring daily and can be either intentional or unintentional, depending on the conscious bias of the offender.

Cultural Diversity

Put simply, cultural diversity is the term for a society in which a number of cultural groups live in harmony with each other. A place where a mix of people, from different backgrounds, ethnicities, religions and languages recognise and respect each other's contribution and understands the power of an inclusive, empowering culture.

Racial Profiling

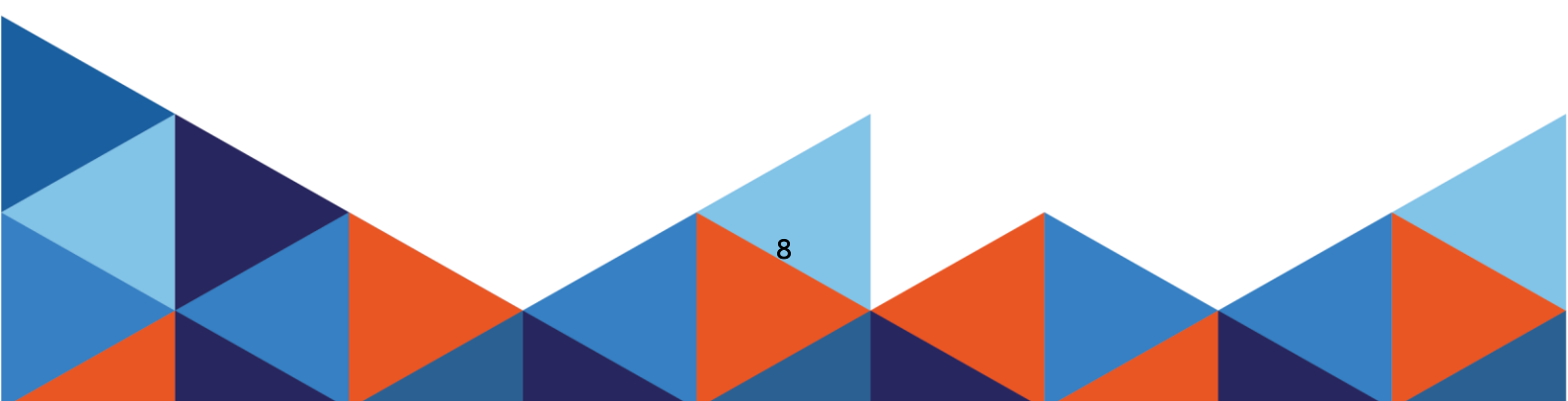
Using a person or group's ethnic or cultural background as grounds for suspecting them of committing an offense. Racial profiling might single out an individual based on stereotypical assumptions or beliefs about the characteristics of their ethnic or cultural background, skin colour, religion, etc.

Bullying

An ongoing, repeated and intentional attempt to harm, intimidate or coerce somebody else. Bullying can be verbal, physical, emotional, social or sexual and can happen anywhere; at home, school, online or outside. Bullying is never OK and can cause real harm, whether physical or psychological, to the target.

Empathy

The ability to understand and respect another person or group's point of view or feelings.



02

Before the Show

Key Questions

- What is our relationship with, and experiences of, privilege?
- What defines us? How can our definitions challenge stereotypes?
- How have opinions around multiculturalism in Australia changed throughout history?

In Class Activity: Understanding Privilege

Learning Outcomes

Students will:

- Understand the concept of privilege
- Identify privileges of some cultural groups
- Understand that not everyone has access to the same privileges

Instructions

1. Divide students into 3 groups and explain that you have a challenge for them to complete. The group to complete the challenge in the fastest time will win a reward for their whole group (you could relate the reward to the school's reward system or something more appropriate). An example challenge could be to draw a complete rainbow, with accurate colours. Groups A and B receive all necessary coloured pencils, while group C receive a single colour pencil.
2. Give group A their instructions in English, along with all the materials necessary to complete the challenge.
3. Give group B their instructions in Spanish, along with the necessary materials.
4. Give group C only their instructions in English.
5. Start the activity, encouraging all groups to begin the challenge.
6. Discuss the challenge and relate students' experiences, thoughts and ideas to the concept of privilege and fairness.

Discussion

- Discuss the question: *What privileges do we come across in everyday life that might affect different groups of people?*
- Consider the cultural diversity of your local area, school or city and the range of cultural backgrounds that represent it.
- If appropriate, have students share their own experiences of privilege.
- Encourage students to consider how groups that do not have these privileges may feel.

- Discuss the question: *What are some ways that these groups of people could gain access to these privileges in Australia?*
- Brainstorm students' thoughts and ideas as a class.
- In groups of 3-4, students generate solutions. These could be in the form of design, changes to national policy, or a social change.
- As an extension ask each group to identify their most viable solution and create an action plan to bring this idea to life.

In Class Activity: Breaking Down Stereotypes

Learning Outcomes

Students will:

- Understand the concept of stereotyping
- Understand that stereotypes are not accurate descriptions or definitions
- Can discuss the negative impacts of racial profiling on individuals and the wellbeing of diverse communities

Instructions

1. As a class discuss students' understanding of, and experiences with, stereotypes. Teachers may choose to share some recent examples of racial profiling around the world to support this discussion.
2. If appropriate, invite students to share how they have been stereotyped.
3. Students draw a small cartoon of themselves in the middle of a sheet of paper, or represent themselves in the centre of their screen.
4. Around their cartoon students add speech bubbles containing some of the stereotypes they might have come into contact with.
5. In each stereotype bubble (in brighter, bolder colours) students add adjectives or phrases that describe them as they are, effectively 'overshadowing the stereotypes'. For example, if the stereotype is 'lazy', an accurate description of the student might actually be 'motivated' or 'lots of hobbies'.
6. Relate this activity to the concept of racial profiling. Encourage a discussion around the negative impacts of racial profiling and how it might affect an individual and wider society.

Discussion

- In teams of 4, using their characterisation from the introduction, students work together to design a shield or team shirt which represents all team members' backgrounds and personalities proudly and fairly.

- Students should cooperate to find colours, emblems, symbols, size and shapes to include that will represent all team members, rather than favouring one idea.
- Teachers encourage students to ask questions of each other to fully understand their teammates' identities throughout this activity.
- Encourage a discussion around what the world might look, sound and feel like if racial profiling did not exist and if everybody made an effort to represent each other fairly, as they have done today.
- Display the team shields or shirt designs in your classroom for further discussion.

At Home Activity: Australian History of Multiculturalism

Learning Outcomes

Students will:

- Understand that many historical attitudes towards multiculturalism in Australia were problematic and uninformed.
- Identify how attitudes towards multiculturalism have changed across Australia's history.

Instructions

1. Provide students with a link to the 2008 speech by former Australian Prime Minister Kevin Rudd, Apology to Australia's Indigenous Peoples (youtu.be/RThkO3XBThs).
2. Instruct students to watch this speech.
3. As a class, discuss how the speech made them feel and explore any questions raised.

Activity

Challenge students to research events in Australia's history which show changes in attitudes to multiculturalism.

Example events could include; *the separation of Aboriginal children from their families in 1915 by the NSW Aborigines Protection Board; the Kalgoorlie riots of 1934 in which Italian migrants were victimised; the differences in the treatment of British and non-British migrants to Australia in 1953; an end to the White Australia policy in the 1970s; former Senator Pauline Hanson's 1996 speech to Parliament warning of the risks of multicultural immigrants on Australian society; the Cronulla riots of 2005.*

Challenge students to use a digital animation program, such as Toontastic, to create a short animation portraying how attitudes towards multiculturalism have changed in Australia across history.

Display finished animations on the school's blog or webpage if appropriate.

03

Day of the Show

Youth Choices incursions are based on a Forum Theatre style of theatre, which aims to provide opportunities for empowerment by presenting explorations of the status quo through theatre and encouraging audiences to participate in exploring options for change.

On the day of the incursion the session will run for up to 90 minutes, depending on what has been agreed. The first 10 minutes of the session will involve the screening of the short film, entitled *No Offence* presenting some sensitive issues and situations faced by real young Australians, exploring the complexity and prevalence of issues surrounding cultural identity, racism and microaggressions. The film will then act as a catalyst for an in-depth and interactive discussion, led by our session facilitator and supported by our cast members. Students will be encouraged to explore key themes from the session to create an on-the-spot response using theatre techniques. Brainstorming their responses and ideas with the facilitator, students may be encouraged to participate in improv-style performances to address the themes and construct alternative endings to the scenes shown in the film, or create completely new scenarios inspired by the issues.

At the end of the session the facilitator will summarize the key concepts explored and encourage students to continue to research and understand how these issues play out in people's lives, and seek appropriate professional help if they are struggling with any issues related to violence and/or mental health.

Forum Theatre FAQ

What is Forum Theatre?

Forum Theatre is a style of theatre developed in Brazil by Augusto Boal through his form of Theatre of the Oppressed. It began as a social revolutionary movement to empower the citizens in Brazil and South America to rise up against their oppressive governments. The objective of Forum Theatre is to empower the disempowered by breaking down experiences of oppression and generating options for change.

The style of theatre is interactive and revolves around the audience participating in discussion about the choices the characters make and providing new options to create alternate outcomes. It is a tool to create social change and deconstruct power relations in a hope to make positive differences in people's daily lives.

How Does Forum Theatre Work?

Forum Theatre performances are hosted by a person called the 'Joker'. This person facilitates the discussion between the stage and the audience. The company of actors present a short play of scenes that end in a crisis point,

where change is desperately needed for the characters. It is here that the 'Joker' will turn to the audience for help, generating discussion and canvassing options for change that exist in the immediacy of the scenes. The Joker will engage the audience in a variety of probing questions and dialogue in order to develop their ideas into action on stage. The audience will influence and re-direct the course of action for the play, generating new endings for scenes. Members of the audience will also have a chance to play their ideas out on stage and discuss the success or failure of each option.

What is Forum Theatre Aiming to Do?

The objective of Forum Theatre is to develop ideas and skills to enact social change in the real world. Forum Theatre acts as a catalyst to generate new conflict resolution ideas and as a medium to practice implementing those ideas. Forum Theatre aims to combat oppression in a community, whatever form that may take.

Forum Theatre does NOT aim to give answers and solutions; rather it creates a platform for the community engaged in the show to build solutions. Forum Theatre is driven by the needs and demands of its audience, being a flexible and ever-changing show that reflects the responses of the people who engage with it. Forum Theatre rests on a 'need for change' existing in the audience - if there is no desire to change the ending of the crisis point, no solutions can be created.

How Will the Forum Theatre Session Work?

The scripted performance runs for 15 - 20 minutes, which is then followed by an interactive discussion, exploring the complexity and consequences of mental health issues amongst young people today. The actors and the Joker facilitate the discussion and create the chance for the audience to get up on stage, engage in debate and explore their ideas related to these issues within their community.

At the end of the session the actors will summarize the key concepts identified in this resource pack and encourage students to speak to relevant school staff and/or seek appropriate professional help if they are struggling with any issues related to the performance.

04

After the Show

In Class Activity: Character Development

Learning Outcomes

Students will:

- Develop a fully realised character from limited provocations
- Understand how a character's experiences might affect their actions and thoughts
- Convey roles and characters through an understanding of empathy and diverse viewpoints

Instructions

1. Revisit the themes and main events of the short film *No Offence* from the Youth Choices incursion.
2. Invite students to choose the character of either Steve or Shumaila to develop their understanding of, and support the main activity.
3. In small groups composed of students with the same character choice, direct students to brainstorm a list of adjectives that describe that character. It may be helpful to supply students with the SLATE acronym to help support their character development: What their character SAYS, what their character LOOKS like, their character's ACTIONS, what their character THINKS, and their character's EFFECT on others. Encourage students to imagine appropriate personality traits or descriptions that cannot be directly deduced from the video.
4. Invite each group to share their lists, discussing and critiquing ideas for each character.

Discussion

- In groups of 3, challenge students to use a platform such as Garageband to produce a podcast episode about experiences of racial profiling.
- Within each group, person A will take the role of the podcast host, person B will take the role of either Steve or Shumaila, and person C will take the role of a supporting character from the video who committed a microaggression, either consciously or unconsciously, towards the main character.
- Each group's podcast host must facilitate a conversation or interview between the other two characters, talking about the experience, how each character felt both before and after the incident and the consequences of each character's actions.
- Emphasise that the conversation in the podcast should not dissolve into anger, and that each character should observe civil interactions whilst expressing their points of view.

- Each podcast episode should end with the characters making suggestions for alternative ways to handle future scenarios and acknowledging the negative effects of racial profiling and microaggressions within society. Completed episodes could then be published to help educate others about the issues raised.

In Class Activity: Alternative Endings

Learning Outcomes

Students will:

- Consider how changes in attitude can affect an individual's experiences
- Use theatre to embody roles and depict a narrative

Instructions

- Revisit the short feature film *No Offence*, focussing on how each scenario ended.
- As a class, brainstorm alternative scenarios or endings for each character.
- In small groups, instruct students to choose one scenario for an alternative ending and create a flowchart showing the events leading up to their new ending. Encourage students to consider the thoughts and feelings of each character, and any environmental microaggressions which may be in occurrence.

Discussion

- In small groups and using a platform such as iMovie or Adobe Spark Video, challenge students to create a short film showing their character experiencing their alternative scenario and ending.
- Encourage students to write a script, plan out their film using a storyboard, choose the characters they will play, and ensure they have collected any necessary props before filming.
- Student films should not exceed 10 minutes.
- When complete, encourage each group to present their film to the class providing a verbal synopsis and how they intended their audience to feel after viewing.

At Home Activity: Attitudes to Multiculturalism in the Media

Learning Outcomes

Students will:

- Investigate how attitudes and perspectives around multiculturalism and anti-racism are influenced by the media.
- Understand that celebrities can use their platforms to influence opinions in popular culture.
- Respond to an investigative question.

Instructions

Provide students with a link to the trailer for the 2019 Stan Grant documentary film *The Australian Dream* (youtu.be/zRJKLg156jk), which depicts the story of AFL player Adam Goodes and his response to the racial abuse directed at him by the Australian public in 2013. Instruct students to watch this trailer before proceeding with the main activity.

Discussion

- Challenge students to create a short presentation responding to the following question: *How do celebrities and prominent media personalities use their platforms to promote multiculturalism and anti-racism in Australia?*
- Ask students to consider how celebrities and prominent personalities use social media as a tool to influence people.
- Encourage students to reflect on the role of celebrities in changing attitudes and perspectives around multiculturalism and racism in Australia and across the world.
- Students consider which personalities influence their own attitudes around these issues, in contrast with who and how the generation before them may have been influenced.
- As an extension encourage students to consider which celebrities take national action and possible reasons for their behaviour. What was the public response to these actions? Why do you think this was? What were the positive and negative ramifications?
- Encourage students to share their presentations with each other when complete.

05

Extension Activities

Extension Activity One

Learning Outcomes

Students will:

- Develop an understanding of a character's finer nuances, preferences and personality

Instructions

1. Encourage students to further their development of the characters Steve and Shumaila from *No Offence*.
2. Create a Spotify playlist for the character: either one which the character might put together, or one which represents the character's personality and experiences through music.
3. What might the character's Netflix 'saved' list look like? Which shows or films might they identify with? Why? Create a Watch List for them.
4. How might the character's end of term school report look? What would their teachers say about them? What subjects do they do well in? Do they take on extracurricular responsibilities? Write out a report card for them, as if you were their home room teacher.

Extension Activity Two

Learning Outcomes

Students will:

- Collaborate to plan and organise an event.

Instructions

1. As a class, brainstorm the ways in which your school or local area encourages and supports multiculturalism.
2. Research the cultural and ethnic groups that make up your school or local area; are they all represented?
3. Challenge students to plan a cultural event for their school or local area, with the intention of unifying all represented cultures and ethnic groups, promoting respect and appreciation for diversity in the community. *This could be set around a specific calendar day that is prominent in your area, a national day, or a new celebration generated by students.*
4. Encourage students to consider:
 - Who is involved in each aspect of their event
 - How much their event will cost
 - How they will fund the event

- How the event will foster a culture of respect and appreciation for diversity
 - How the event will be inclusive of all ages
 - How they will promote the event in the community
 - Each person's role and responsibility in the organisation of the event
 - How the event will ensure that no cultural or ethical group has privilege over another
5. If appropriate, form an event committee and make the event a reality at your school or in your local area.

Additional Resources

Youth Choices recommends that teachers always take guidance from the policies of their school and the leadership team when approaching issues such as racial profiling, racism, mental health, and bullying.

Classrooms should be a safe, respectful place to explore the issues featured in the incursion and activities above, with students able to share their thoughts, ideas and feelings in a non-judgmental environment. It is recommended that teachers ensure a culture of respect is in place before exploring sensitive issues.

Some sensitive issues such as those explored in this guide may affect vulnerable students. These students should be encouraged to talk about their experiences, thoughts and feelings with an adult they connect with either at school or at home. Students should be provided with a list of external support services that they can contact if necessary.

<i>Suicide Callback Service</i>	www.suicidecallbackservice.org.au	1300 659 467
<i>Youth Focus</i>	www.youthfocus.com.au	6266 4333
<i>Headspace</i>	www.headspace.org.au	6595 8888
<i>Kids Help Line</i>	www.kidshelp.com.au	1800 55 1800
<i>Lifeline</i>	www.lifeline.org.au	13 11 14
<i>Mensline</i>	www.mensline.org.au	1300 78 99 78
<i>Beyond Blue</i>	www.beyondblue.org.au	1300 22 4636
<i>Mental Health First Aid</i>	www.mhfa.com.au	(03) 9079 0200
<i>Black Dog Institute</i>	www.blackdoginstitute.org.au	(02) 9382 4530
<i>Racism. It stops with me.</i>	www.itstopswithme.humanrights.gov.au	
<i>All Together Now</i>	www.alltogethernow.org.au	(02) 92113404
<i>Australians Against Racism</i>	www.australiansagainstracism.org	
<i>Teaching Tolerance</i>	www.tolerance.org/professional-development	
<i>Department of Education WA – School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-injury</i>		bit.ly/3tzY8QH

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