

Activity: 9-10.6.1

Key Messages

- Discrimination and harassment based on sexual orientation or gender identity can negatively impact on young people's wellbeing and has a profound effect on all areas of a person's life.
- It is important to be aware of appropriate legislation and to actively consider how our behaviour influences peers and ourselves.

Activity Details

Victorian Curriculum

Health & PE Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities VCHPEP149

Capabilities VCPSCSO048

Time 90 minutes

Levels 9 & 10

Equipment

- butcher's paper and textas
- Hear, see and feel Teacher reference sheet.

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

Hear, see and feel

Purpose

To enable students to recognise characteristics of harassment and discrimination.

Teaching notes

The impact of being harassed and discriminated against affects all aspects of a person's life including education and health. This activity assists students to see the implications of discriminatory language and it examines discrimination in a broader sense. It is taken from the excellent resource *Talking Sexual Health*, which is currently being updated.

Procedure

1. Have a brief discussion to ensure students are clear on the meaning of the words 'harassment' and 'discrimination'.
2. Divide the students into three groups, giving each group a sheet of butcher's paper with one of the headings, 'You Hear', 'You See' or 'You Feel'.
3. Ask the students to list what a person would hear, see or feel if they were being harassed or discriminated against (for any reason).
4. Ask one person from each group to report back to the class. Display the lists so all the students can see them. Allow students to add anything else they think of. Be sure to include any aspects of discrimination not included (see *Teacher's reference sheet*).
5. Lead a class discussion based on some of the following questions:
 - On what basis are these people harassed/ discriminated against?
 - What forms does the harassment take?
 - What impact would discrimination based on sexual orientation or gender identity have?
 - Do you think particular groups are harassed more than others?
6. Give each group another sheet of butcher's paper with a heading 'The Person', 'Others' and 'Perpetrator' and ask them to discuss the impact of harassment on the person, on the community and on the perpetrator.
7. Again, ask each group to report back to the class and encourage others to add to the lists (see *Teacher's reference sheet* for examples).
8. Inform the class that it's one thing to examine the impact of harassment and discrimination, but it's also important to examine what can be done about it. Using the examples under the 'You See', 'You Hear' and 'You Feel' headings, ask each group to develop a list of the following:
 - What can you do?
 - What can the person (victim) do?
 - What can others in the community do?
 - Discuss each list, ensuring equal opportunity and anti-discrimination legislation is included in the discussion. Include information on the implications of being a bystander.
 - Finish with a discussion on how our actions at school can impact on the safety and wellbeing of others. Link in to school policies that support student wellbeing (e.g. bullying, equal opportunity, etc.).

Teacher's reference sheet

Examples of the sorts of things you would expect students to think of include:

You hear	You see	You feel
"Fatso"	rude gestures	embarrassed
"Abo"	pushing	angry
"Dyke"	spitting	hurt
"Faggot"	tripping	uncomfortable
"You stink"	interfering with possessions	scared
"That's so gay"	excluding	offended
"Wog"	silent treatment	excluded
"Nerd"	graffiti	unsafe
"Spick"	rolling eyes	upset
"You girl!"	backs turned to you	alone

The person	Others in the community	The perpetrator
feels ashamed	feel threatened	feels tough
feels dirty	are embarrassed	feels cool
feels lonely	keep quiet	feels powerful
cries	feel they should join in	repeats the harassment
hides	keep away from places	finds it amusing
doesn't want to go to school	help the victim	sees the effect it has
feels suicidal	are hiding weakness	encourages others to do the same
can't concentrate on work	have probably been bullied too	
becomes angry		
dobs		
gets stressed at home		