



Teacher Materials

This packet is designed to accompany the All Together Now app for students in Years 2 and 4

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All Together Now is a national Australian charity dedicated to reducing racism through education. The predominant location for racism to occur among children is at school, with the majority of perpetrators being other students. At **All Together Now**, our response to this problem is to provide an evidence-based web app in order to teach students how to identify and challenge all forms of exclusion and bias, resulting in positive behavioural change.



Research Background for the App

Why was this app created?

Prejudice and racism continue to be persistent and detrimental aspects of social life, limiting individual aspirations and contributions to society, creating intergroup tensions and conflicts that reduce productivity and social harmony, and dismantling efforts to form a just and civil society.

Extensive research in social psychology has shown that, while explicit prejudice has declined dramatically over the past 50 years, implicit biases remain pervasive. Moreover, extreme societal conditions (such as forced immigration patterns due to governmental upheavals or civil war) create renewed conditions for the re-emergence of explicit bias and prejudicial attitudes.

This intervention is developmentally appropriate because it provides a way to discuss complex issues about race and prejudice that emerge in the everyday life of children in familiar settings such as at the park, on the playground and at home.

What is the role of children's peer relationships for reducing prejudice?

Peers are important to children, providing sources of affiliation, friendship, support, intimacy, and loyalty. Positive peer relationships can buffer children from experiences of bullying and help children to acquire notions of fairness. However, peer groups also have a negative role when group identity creates in-group bias and out-group distrust. In early childhood, children are often interacting with same-group peers. As they move into childhood, biases emerge and begin to affect how they treat out-group peers. Yet, children also know that there are times when challenging one's own group is the right course of action, as depicted in the scenarios in the *All Together Now* app.

The benefits of positive peer relationships are also well known. Children who have friends of different racial, ethnic, religious, and nationality backgrounds are less likely to display implicit bias, and more likely to reject social exclusion based on race, ethnicity, or other forms of group membership (Killen, Elenbaas, & Rutland, 2015). In addition to direct cross-group friendships, indirect contact (reading books about peers who have cross-group friendships) can also reduce prejudice and bias.

Unfortunately, cross-race and cross-ethnic friendships often decrease with age. Thus, efforts to promote positive intergroup friendships are essential for reducing prejudice and bias beginning early in childhood and continuing on into adolescence and adulthood. Interventions designed to promote positive intergroup attitudes in childhood also have positive effects for reducing adults (parents' and teachers') biases given that adults are often involved in teaching or participating in the programs designed for children.



Research Background for the App

Do children understand what it means to treat others fairly?

Children naturally develop inclinations to be fair to others, to care about other's welfare, and to distribute resources in an equal manner as early as 3 and 4 years of age. Children and adolescents dislike individuals in positions of authority who do things that are unfair or unequal; they view the infliction of harm as wrong because they understand the negative intrinsic consequences of feeling pain and what it means to be a victim. Encouraging children to stand up for the fair and equal treatment of others is a core principle of the *All Together Now* app.

Do we have to address prejudice early?

When subtle patterns of discrimination and antagonism between peers go unchecked, negative outcomes often follow. Sometimes adults do not pay attention to subtle forms of prejudicial attitudes in childhood with the expectation that the negative consequences are minor, negligible, or temporary. Yet, it is very important to address issues of prejudice in childhood.

Children who experience prejudice and bias are at risk for long term negative consequences in terms of academic achievement and success in the workforce (Killen, Rutland, & Ruck, 2011). As is well known, stereotypes are deeply entrenched by adulthood; the time for intervention and change is childhood.

What can we do about prejudice and biases in childhood?

Educators are uniquely poised to promote positive intergroup social relationships in childhood. Intergroup social relationships are ones in which two or more individuals are from different backgrounds (such as ethnic, racial, religious, or nationality). One of the most significant predictors for rejecting prejudicial attitudes is the experience of cross-race and cross-group friendships. This is because having a friend of a different racial, ethnic, or national (or other group category) background provides children with the direct evidence to reject a stereotypic image or attitude that they hear in society (through the media or from adult messages).

Teachers, parents, and other non-parental adults play a very important role in promoting positive attitudes towards others and reducing prejudice in childhood. This role is to help children understand the connections between acts and consequences, to learn the history and culture of groups that are different from their own, to promote concepts of equal and fair treatment of others, and to learn how to resolve social conflicts in constructive ways. These foundations pave the way for generalising positive social skills in intergroup contexts.



Teacher Instructions to Students before Playing the App

All Together Now and the ATN Scientific Advisory Board (made up of developmental and social psychologists in Australia and the U.S.) designed a unique program to address tolerance and inclusion. The Australian Government Department of Education and Training has been working with *All Together Now* to enable educators to use this unique program in the classroom context. Early forms of positive intergroup relationships set the stage for a lifetime of positive consequences, such as the motivation to attend school, achieve academic and career success, and the desire to celebrate diversity and form new friendships.

Teachers' introduction: We encourage teachers to provide a general overview for students about the goals of this game *prior* to children playing the app. The goal is to keep the conversation general and focused on conflict resolution rather than on diversity specifically before children begin. This is to encourage children to make choices about inclusion or exclusion based on their own thoughts, rather than on the teacher's suggestions.

Here is a suggestion for points to make to the class prior to playing the app:

"A new program has been developed for students like you in which you get to play a game on the computer that involves kids like you in situations where conflicts arise. And you are going to help them solve these conflicts.

These are not kids that you know personally, but these kinds of situations are ones that happen every day. You might recognise it on the playground – something you saw yesterday or today - and we want you to help them figure out the best thing to do.

In this game you will hear about kids. You will be asked how the different characters feel, whether you think what they did was all right or not all right, and why.

Then you will also be asked to decide how they should resolve their conflict. After you make your decision you will see what happens next based on how you answered it.

These stories will have people who are from different backgrounds and you will be asked to figure this out.

When you are done we will talk about what you think about it. Talking about how we resolve conflicts is important for learning how to get along well with others. Conflicts are part of everyday life; this means that learning how to resolve conflicts in a positive way is very essential for making friends and being a member of a group, a classroom, a school, a neighbourhood, and our global community."



Ideas for Teachers to Foster Classroom Discussion after Students Play the App

This section includes eight two-page guides for how to create classroom discussions *after* children play each segment of the All Together Now app (there are eight total segments).

Each two-page guide covers the topics for that week's scenario and provides a framework for teachers to create classroom discussions about the themes for the week.

Within each week we highlight:

1. The main themes
2. The take-away messages
3. Children's interpretations and evaluations of the exchanges between characters in each story
4. Solutions for solving situations in which one child feels excluded or rejected because of their gender, race, ethnicity, religion, or nationality



Week 1

Setting: The playground

Group focus: New kid at school



Teacher Introduction

1. **Main theme:** The main theme for this week is helping children to identify with individuals who are excluded. Everyone has been “new” at some point, and this week’s story provides a start to the conversation using an experience that everyone can relate to, which is someone new at school. Children understand the perspective of both the excluded and the excluders which helps to open up the conversation.
2. **Why we chose the topic:** As a first step, it’s helpful to have the “target” of exclusion be neutral (a “new kid”), before stepping into issues of racial exclusion.
3. **Take-away message:** The take away message is that including someone new is not as hard as it might seem at first, and that doing this makes the new child feel more comfortable in their new environment while adding a fun new perspective to your usual activities.

Student Interpretations

1. **What happened in the story?** We just heard this story about Blake, Matt, and Connor. What happened in the story?
2. **What did you choose to have happen?** Did you choose to invite Blake to join Matt and Connor, or did you choose to not invite him? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of Matt, Connor, and Blake)

1. **Perspective 1:**
 - a. What did Connor think about inviting Blake to hang out with them? Why did Connor think that?
 - b. How might Connor feel if Matt agrees to invite Blake? How might Connor feel if Matt doesn’t want to invite Blake?
2. **Perspective 2:**
 - a. What did Matt think about inviting Blake to hang out with them? Why did Matt think that?
 - b. How did Matt feel about Connor wanting to invite Blake?
3. **Perspective 3:**
 - a. What was Blake trying to do?
 - b. How did Blake feel when Matt brushed him off?
 - c. How might Blake feel if Connor and Matt ask him to hang out with them? How might Blake feel if they continue to ignore him?

Student Evaluations of the Characters’ Choices

1. **Evaluation of negative choice:** Do you think it would be OK or not OK for Matt and Connor to keep ignoring Blake the next day? Why do you think it’s OK or not OK?

2. **Evaluation of positive choice:** Do you think it would be OK or not OK for Matt and Connor to ask Blake the hang out with them the next day? Why do you think it's OK or not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** The main theme for this week was to think about how others feel when we ignore them, and how it can be easy and fun to include someone who's new at school.
2. **What did we learn?:** This week we learned about how, by inviting someone who was new at school, Matt and Connor found a new friend who liked a lot of the same things that they did.
3. **Probing children's identification of themes:** It can be scary starting out at a new school, and lots of kids could use a hand making new friends. When we brush people away though, our actions can have a ripple effect. Did you notice what happened to Blake when Matt and Connor were ignoring him?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. What do you like to do at recess?
 - b. Do you and your friends ever invite new people to join you?
2. **Have you ever experienced this?**
 - a. Have you ever been new at something? What's the last game that you learned?
 - b. Has anyone ever excluded or ignored because you were new? Because they thought you wouldn't fit in with them?
 - c. Have you ever noticed someone else being excluded or ignored because they were new?
3. **Bystander roles:**
 - a. If you see someone being excluded or ignored, what could you do about it?
 - b. How do you think you would go about changing someone's mind to get them to see it's not so hard to include others?
4. **Challenging unfair actions of in-group:**
 - a. Have you ever heard one of your friends saying that it's better to just stick to the usual routine, and not worth it to reach out and include someone else?
 - b. What could you say to them to help them realise that it might be fun to meet new people?



Week 2

Setting: Dance team

Group focus: Aboriginal People



Teacher Introduction

1. **Main theme:** The main theme for this week is the inclusion of others from different cultural groups and how learning about new ways of doing things benefits everyone. This enables students to learn that their own way of doing something can be enhanced by learning something new from others who are from different ethnic and cultural backgrounds.
2. **Why we chose the topic:** This topic is important to discuss with children because they do not always recognise the benefits of including other peers from different backgrounds and the benefits that can come about from trying new things from other cultures.
3. **Take-away message:** The take away message is that, by including individuals who are different from you into your activities, you can make someone else feel that they are part of your group, and you can make your own activities more fun.

Student Interpretations

1. **What happened in the story?** So we just heard this story about Maggie, Chloe, and Kala. What happened in this story?
2. **What did you choose to have happen?** Did you choose to give Kala an audition or did you choose to not let her try out? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of Kala, Maggie, and Chloe)

1. **Perspective 1:**
 - a. What did Maggie think about letting Kala join? Why did Maggie think that?
 - b. How might Maggie feel if Kala is allowed to audition? How might Maggie feel if Kala is not allowed to audition?
2. **Perspective 2:**
 - a. What did Chloe think about letting Kala join? Why did Chloe think that?
 - b. How might Chloe feel if Kala is allowed to audition? How might Chloe feel if Kala is not allowed to audition?
3. **Perspective 3:**
 - a. What was Kala trying to do? Why did Kala want to do that?
 - b. How might Kala feel if she is allowed to audition? How might Kala feel if she is not allowed to audition?

Student Evaluations of the Characters' Choices

1. **Evaluation of negative choice:** Do you think it would be OK/not OK for Maggie and Chloe to not invite Kala to audition? Why do you think it's OK/not OK?
2. **Evaluation of positive choice:** Do you think it would be OK/not OK for Maggie and Chloe to invite Kala to audition? Why do you think it's OK/not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** The main theme for this week was to think about how including people from different cultural groups can help us learn about others, and maybe even improve the way we do things.
2. **What did we learn?:** This week we learned about how, by inviting someone from an Aboriginal heritage, Maggie and Chloe learned a cool new dance that they wouldn't have otherwise got to learn. They also got to make a new friend, who was happy to be a part of their dance team and teach them new things.
3. **Probing children's identification of themes:** Do you think Maggie and Chloe would be better off if they let Kala audition or not? How might they be better off?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. Can you think of something that you like to do, that maybe someone else likes to do differently than you do? What about the holidays you celebrate, sports you play, art you enjoy, or the games you play?
 - b. What are some of the ways that you think it would be cool to try a new version of something that you enjoy?
2. **Have you ever experienced this?**
 - a. Have you ever been excluded because you did things differently from someone else?
 - b. Have you ever noticed someone else being excluded from something because they liked to do things differently?
3. **Bystander roles:**
 - a. If you see someone being excluded for doing things differently, what could you do about it?
 - b. How do you think you would go about changing someone's mind to get them to see the importance of trying new things, especially from different cultures?
4. **Challenging unfair actions of in-group:**
 - a. Have you ever heard one of your friends saying that it's better to just stick to your ways, and not include other people because they would change things?
 - b. What could you say to them to help them realise that it might be fun to try new things?



Week 3

Setting: Birthday party

Group focus: Muslim



Teacher Introduction

1. **Main theme:** The main theme for this week is that getting to know people personally is the best way to find out what they're really like. Special events are great time to celebrate your culture, but it's good to be open to including others from another cultural background. In fact, children can even help their friends overcome discomfort and worries by setting up opportunities for positive interaction.
2. **Why we chose the topic:** This topic is important to discuss with children because stereotypes are pervasive throughout childhood, and can exacerbate tensions between groups. It's normal to want to share one's own cultural traditions with friends, but when friends show stereotypes, it's important to step up and challenge these expectations.
3. **Take-away message:** The take away message is that children have to power to promote understanding between peers. The best way to find out if someone is going to like what you like is to talk to them yourself, and this is something that children can facilitate.

Student Interpretations

1. **What happened in the story?** We just heard this story about Madhi, Sal, Amir, and James. What happened in this story?
2. **What did you choose to have happen?** Did you choose to invite James to the party or not? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of Madhi, Sal, Amir, and James)

1. **Perspective 1:**
 - a. What did Madhi think about inviting James? Why did Madhi think that?
 - b. How might Madhi feel if James is invited? How might Madhi feel if James is not invited?
2. **Perspective 2:**
 - a. What did Sal think about inviting James? Why did Sal think that?
 - b. How might Sal feel if James is invited? How might Sal feel if James is not invited?
3. **Perspective 3:**
 - a. What did Amir think about inviting James? Why did Amir think that?
 - b. How might Amir feel if James is invited? How might Amir feel if James is not invited?
4. **Perspective 4:**
 - a. What do you think James wanted to do? Why did James want to do that?
 - b. How might James feel if he is invited? How might James feel if he is not invited?

Student Evaluations of the Characters' Choices

1. **Evaluation of negative choice:** Do you think it would be OK/not OK for Madhi to not invite James to his birthday party? Why do you think it's OK/not OK?
2. **Evaluation of positive choice:** Do you think it would be OK/not OK for Madhi to invite James to his birthday party? Why do you think it's OK/not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** The main theme for this week is that getting to know people personally is the best way to find out what they're really like. Birthdays are a special time to celebrate our families and our culture, but sometimes friends can be uncomfortable about inviting others from a different cultural background. When that happens, we can help our friends find out for themselves that people from other cultures are not so different.
2. **What did we learn?:** This week we learned about how friends can sometimes have stereotypes about people of other cultures. Sal was worried that James might not like the food at Madhi's birthday party, but wow was he surprised! It turned out James was actually excited to come. Madhi had to be brave to stand up to his friend, but he knew that Sal had to see for himself that James would be a fun person to invite to the party. These types of attitudes are ones that we can all watch for, and help each other see past stereotypes.
3. **Probing children's identification of themes:** Why was Sal worried about inviting James? Why did he think James wouldn't like the food at the party? How did Madhi know that it would be alright to invite James? What about Amir, was he more like Sal or more like Madhi?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. What does your family do for your birthday? Who do you usually invite?
 - b. What types of foods do people in your neighborhood eat? Do you like any foods from other countries?
2. **Have you ever experienced this?**
 - a. Have you ever been nervous about inviting someone to hang out with you because you thought they wouldn't fit in with your other friends from your same culture? Have any friends ever told you not to invite someone to your birthday party, or not to invite someone to hang out with you, because they thought that person wouldn't like parts of your culture?
 - b. Have you ever been left out because someone thought that you wouldn't be interested in the same foods or games as them?
 - c. Has anyone ever asked you whether or not you like the same foods that they do?
3. **Bystander roles:**
 - a. If your friend wants to exclude someone because of assumptions about them, what could you do about it?
4. **Challenging unfair actions of in-group:**
 - a. Now that you've heard about Madhi, Sal, and James, what ideas do you have for helping people see for themselves that culture doesn't limit what people like to do?



Week 4

Setting: A Fun Park

Group focus: Sudanese



Teacher Introduction

1. **Main theme:** The main theme for this week is the inclusion of others from different cultural groups and not making assumptions about them based on cultural stereotypes. This enables students to learn that their expectations of how others will act may not always be correct, especially when expectations are based on stereotypes, and that the best way to find out what someone is like is to talk to them.
2. **Why we chose the topic:** This topic is important to discuss with children because stereotypes are pervasive throughout childhood, and even relatively innocuous ones (e.g., being shy) are harmful to everyone involved. Getting children to recognise when their expectations are based on stereotypes, and learning how to challenge these expectations is critical for young children.
3. **Take-away message:** The take away message is to not make assumptions about others based on their cultural or ethnic heritage. The best way to get to know if someone is going to be shy/outgoing, nice/mean, etc. is to talk to them and get to know who they are and what they like first hand.

Student Interpretations

1. **What happened in the story?** So we just heard this story about Christy, Imogen, Miranda, and Lanfen. What happened in this story?
- 2.
3. **What did you choose to have happen?** Did you choose to invite Lanfen to the fun park or not? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of Lanfen, Christy, and Imogen/Miranda)

1. **Perspective 1:**
 - a. What did Christy think about inviting Lanfen? Why did Christy think that?
 - b. How might Christy feel if Lanfen is invited? How might Christy feel if Lanfen is not invited?
2. **Perspective 2:**
 - a. What did Miranda and Imogen think about inviting Lanfen? Why did Miranda and Imogen think that?
 - b. How might Miranda and Imogen feel if Lanfen is invited? How might Miranda and Imogen feel if Lanfen is not invited?
3. **Perspective 3:**
 - a. What do you think Lanfen wanted to do? Why did Lanfen want to do that?

- b. How might Lanfen feel if she is invited? How might Lanfen feel if she is not invited?

Student Evaluations of the Characters' Choices

1. **Evaluation of negative choice:** Do you think it would be OK/not OK for Christy, Miranda, and Imogen to not invite Lanfen to the fun park? Why do you think it's OK/not OK?
2. **Evaluation of positive choice:** Do you think it would be OK/not OK for Christy, Miranda, and Imogen to invite Lanfen to the fun park? Why do you think it's OK/not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** So, the main theme for this week was to think about how our assumptions about people from other cultural groups may not always be right. The best way to get to know someone is to talk to them to learn about who they are and what they like.
2. **What did we learn?:** This week we learned about how, by not inviting someone because we *expected* them to not have a good time, based on their cultural and ethnic heritage, we can lose out on the opportunity to have a lot of fun with new people. Miranda and Imogen may have expected Lanfen not to have fun because of their assumptions about her, but in the end they all got to learn about each other and have a ton of fun at the fun park.
3. **Probing children's identification of themes:** Do you think Christy, Miranda, and Imogen would be better off if they invited Zoe or Lanfen? How might they be better off?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. Have you ever been to a fun park before? What groups of people did you see there?
 - b. Did you notice that certain cultural groups stayed away from rides, or did you notice that there were some people from all different groups enjoying the rides together?
2. **Have you ever experienced this?**
 - a. Have you ever been excluded because of what someone *thought* that you liked or didn't like, rather than coming and talking to you about it?
 - b. Have you ever noticed someone else being excluded from something because of what people *thought* they might or might not like, without asking them about it?
3. **Bystander roles:**
 - a. If you see someone being excluded because of assumptions people are making about them, what could you do about it?
 - b. How do you think you would go about changing someone's mind to get them to see the importance of talking to people and getting to know them, rather than just making assumptions about them?
4. **Challenging unfair actions of in-group:**
 - a. Have you ever heard one of your friends making assumptions about other people based their cultural or ethnic heritage?
 - b. What could you say to them to help them realise that it would be better to just talk to others to see what they actually like?



Week 5

Setting: The beach

Group focus: Indian



Teacher Introduction

1. **Main theme:** The main theme for this week is introducing children to some of the challenges that minority groups in Australia face, and emphasizing the ongoing theme of not making assumptions about others based on cultural stereotypes. This story enables students to take the perspective of a child who has experienced discrimination and identify some of the barriers to inclusion that she faces.
2. **Why we chose the topic:** It is crucial for children to recognise that discrimination has long-term harmful effects. Peers from minority backgrounds may feel a sense of threat that makes them worry. Children who recognise the existence of discrimination are better equipped to include others and make them feel welcome.
3. **Take-away message:** The take away message is that it is hard to be a member of a group that experiences discrimination. If we all work together to make sure that newcomers feel welcome, we can make life in Australia easier and more fun.

Student Interpretations

1. **What happened in the story?** We just heard this story about Ashna, Chandani, and Jo. What happened in this story?
2. **What did you choose to have happen?** Did you choose to have Ashna go over and play with Jo or stay with Chandani? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of Ashna, Chandani, and Jo)

1. **Perspective 1:**
 - a. What did Ashna think about going over to build sandcastles with Jo? Why did Ashna think that?
 - b. How might Ashna feel if she went over to play with Jo? How might Ashna feel if she stayed with Chandani?
2. **Perspective 2:**
 - a. What did Chandani think about going over to build sandcastles with Jo? Why did Chandani think that?
 - b. How might Chandani feel if Ashna went over to play with Jo? How might Chandani feel if Ashna stayed with her and didn't play with Jo?
3. **Perspective 3:**
 - a. What do you think Jo wanted Ashna and Chandani to do? Why did Jo want them to do that?
 - b. How might Jo feel if they joined her? How might Jo feel if they didn't join her?

Student Evaluations of the Characters' Choices

1. **Evaluation of choice:** Do you think it would be OK/not OK for Chandani to say that Ashna shouldn't play with Jo because, in Chandani's experience, Aussie kids only like to play with Aussie kids? Why do you think it's OK/not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** The main theme for this week was to think about how people from certain cultural groups are sometimes treated very badly. People don't trust them and don't want to be friends with them. This is not a fair thing to do, and it can really hurt kids from these groups. They start to think that Australians are not friendly, and they get nervous about being treated badly again.
2. **What did we learn?:** Lots of Australians, like Jo, are very happy to meet people from other cultural backgrounds. Jo knew that most everyone likes building sandcastles at the beach, and she saw a chance to invite Ashna and Chandani to have fun with her. Even though Chandani was worried, in the end, she had a great time! We can all do things like this to make sure that everyone feels welcome here.
3. **Probing children's identification of themes:** Do you think Ashna would be better off if she had listened to her sister and stayed away from Jo, or gone over to see for herself? How might she be better off? Do you think Chandani will be worried about playing with other Aussie kids now, or will she feel better about making friends?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. Have you ever been to the beach? What groups of people did you see there?
 - b. Did you notice that certain cultural groups only did certain things, or did everyone do similar things?
2. **Have you ever experienced this?**
 - a. Has anyone ever warned you about playing with people from another cultural background? Where do you think they got that idea?
 - b. How did it make you feel to hear that?
3. **Bystander roles:**
 - a. If you see that someone is nervous about joining an activity with people from another cultural background, what could you do about it?
 - b. Now that you've heard about Jo, Chandani, and Ashna, what new ideas do you have for how we can all make sure that everyone feels welcome in Australia?
4. **Challenging unfair actions of in-group:**
 - a. Have you ever heard anyone say something negative about people of another cultural group? How could you help them realise how harmful that is?



Week 6

Setting: The park

Group focus: Indonesian



Teacher Introduction

1. **Main theme:** The main theme for this week is standing up for someone who is the butt of a joke or the target of bullying. Standing up for others enables students to build a stronger peer community, and ensure that everyone is able to learn and play.
2. **Why we chose the topic:** This topic is important to discuss with children because it highlights the importance of bystanders in challenging bullying and targeted exclusion. Most children recognise that bullying is wrong, but fewer see the importance of bystanders in stopping it, and fewer still understand the appropriate ways to intervene. Getting children to recognise the obligation that bystanders have to intervene, and the appropriate ways to do so, is critical to minimising the harmful effects of bullying.
3. **Take-away message:** The take away message is to realise that bystanders play a critical role in whether bullying and targeted exclusion continues or not. When witnessing bullying or targeted exclusion, there are a number of things that children can do to stop or prevent bullying from happening, including standing up for the victimised peer, and, if that does not work, contacting a teacher or authority member.

Student Interpretations

1. **What happened in the story?** So we just heard this story about Jayden, Tyler, Lucas, Brian, and Adi. What happened in this story?
2. **What did you choose to have happen?** Did you choose to have them stick up for Adi or walk away and say nothing about it? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of Adi, Brian, and Lucas):

1. **Perspective 1:**
 - a. What did Lucas and Brian think about letting Adi wing? Why did they think that?
 - b. How might Lucas and Brian feel if Jaden and Tyler stick up for Adi? Do you think they might feel guilty about what they did?
 - c. How might Lucas and Brian feel if Jade and Tyler just walk away and don't stick up for Adi? Do you think they would realise what they've done, or will they just keep swinging and forget what they did to Adi?
2. **Perspective 2:**
 - a. What did Jaden and Tyler think about what Lucas and Brian did to Adi? Why did they think that?
 - b. How might Jaden and Tyler feel if they stick up for Adi? How might Jaden and Tyler feel if they just walk away don't stand up for Adi?
3. **Perspective 3:**
 - a. What do you think Adi wanted to do? Why did Adi want to do that?

- b. How might Adi feel if Jaden and Tyler stuck up for him and got him a turn on the swings? How might Adi feel if Jaden and Tyler just walked away and didn't stand up for him?

Student Evaluations of the Characters' Choices

1. **Evaluation of negative choice:** Do you think it would be OK/not OK for Jaden and Tyler to just walk away and not say anything to Lucas and Brian? Why do you think it's OK/not OK?
2. **Evaluation of positive choice:** Do you think it would be OK/not OK for Jaden and Tyler to stand up to Lucas and Brian for Adi? Why do you think it's OK/not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** So, the main theme for this week was to think about how important it is to stick up for peers who are being bullied. Often times, bullies will stop picking on someone if their friends or group members tell them to stop and that what they're doing is wrong.
2. **What did we learn?:** This week we learned about how, by not standing up for someone who is being bullied, you are allowing the bullying to continue. If Jaden and Tyler didn't say something, Lucas and Brian would keep bullying Adi. By standing up to them, Jaden and Tyler had an opportunity to help Lucas and Brian recognise that what they were doing wasn't funny – it was wrong. The best thing they could have done was to talk to Lucas and Brian about what they were doing and try to get them to see why it was wrong.
3. **Probing children's identification of themes:** What do you think Jaden and Tyler could have said to Lucas and Brian to get them to recognise why it was wrong to say those things to Adi?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. Have you ever been to a park before? What kinds of things do you like to do at the park?
2. **Have you ever experienced this?**
 - a. Have you ever been told that you couldn't play on some of the equipment before? How did you feel when you were told you couldn't play?
 - b. Have you ever noticed someone else being told that they couldn't play on some of the equipment before? How do you think it made them feel?
3. **Challenging unfair actions of in-group:**
 - a. Have you ever seen or heard one of your friends bullying or excluding someone else?
4. **Bystander roles:**
 - a. If you see someone being bullied or excluded, what could you do about it?
 - b. How do you think you would go about changing someone's mind to get them to see that bullying isn't cool or funny?



Week 7

Setting: Football

Group focus: Gender



Teacher Introduction

1. **Main theme:** The main theme for this week is getting students to expand their awareness of exclusion and recognise that ability is not limited by gender. Racial, ethnic, and cultural exclusion are the main focus on this app, but gender-based stereotypes and exclusion are also widespread in childhood and adulthood.
2. **Why we chose the topic:** This topic is important to discuss with children because it illustrates how stereotypes can crop up in many contexts, providing an opportunity for children to connect their developing awareness of racial stereotypes to broader issues of discrimination. This story depicts an individual learning first hand that their gender stereotypes about girls were wrong, and highlights how everyone deserves a chance.
3. **Take-away message:** The take away message is that you never know what people are capable of until you give them a chance to show what they can do. Making assumptions about what others can do based on their gender may even mean losing out on a valuable and talented friend or team member.

Student Interpretations

1. **What happened in the story?** We just heard this story about Brandon, Nico, and Sarah. What happened in this story?
2. **What did you choose to have happen?** Did you choose to have Brandon pick Sarah for their team, or pick another boy? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of Nico, Brandon, and Sarah)

1. **Perspective 1:**
 - a. What did Nico think about picking Sarah for their team? Why did he think that?
 - b. How might Nico feel if Brandon picked Sarah? How might Nico feel if Brandon picked someone else?
2. **Perspective 2:**
 - a. What did Brandon think about picking Sarah for their team? Why did he think that?
3. **Perspective 3:**
 - a. What do you think Sarah wanted to happen? Why did Sarah want that to happen?
 - b. How might Sarah feel if she knew Brandon didn't want to pick her just because she's a girl? How might Sarah feel if she knew Nico wanted to pick her because she's good at football?

Student Evaluations of the Characters' Choices

1. **Evaluation of negative choice:** Do you think it would be OK/not OK for Brandon to refuse to pick Sarah because she's a girl? Why do you think it's OK/not OK?

2. **Evaluation of positive choice:** Do you think it would be OK/not OK for Brandon to listen to Nico, who knows that Sarah is great at football? Why do you think it's OK/not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** The main theme for this week that gender doesn't tell you what a person is good at. We have been talking about getting to know people and not making guesses about what they're like based on their culture or where they're from, but there are other kinds of assumptions that people make too, including gender stereotypes.
2. **What did we learn?:** This week we learned about how, by making an assumption about what Sarah could do, Brandon missed out on a valuable and talented team member. Like Nico, we know that girls can be very good at football. It's practice that makes people good football players, not gender. So, when we go to choose people for our team, or even just choose people to hang out with, it's important to find out what they're really like and not make guesses based on what they look like or whether they're a girl or a boy. You never know what people are capable of until you give them a chance to show what they can do.
3. **Probing children's identification of themes:** Why didn't Brandon listen to Nico when he said that Sarah was really quick and plays football a lot on the weekends? Do you think Brandon still thinks girls are not good at football, or did Sarah change his mind?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. Do you play any sports? What's most important when you're picking teams?
2. **Have you ever experienced this?**
 - a. Have you ever been told that you couldn't play or left behind from a game just because you're a girl or just because you're a boy?
 - b. How did you feel then?
3. **Challenging unfair actions of in-group:**
 - a. Have you heard any other things about what boys are good at or what girls are good at? Who says these things? Do you think those are always true?
 - b. What could you say to a person who had a stereotype about what girls or boys are good at or not good at?
4. **Bystander roles:**

If you see someone being excluded from a game because of their gender or their race, what could you do about it?



Week 8

Setting: TV show

Group focus: Vietnamese



Teacher Introduction

1. **Main theme:** The main theme for this week is recognising how different roles in movies and TV shows can be harmful to others.
2. **Why we chose the topic:** This topic is important to discuss with children because implicit and explicit media messages about groups of people are everywhere in today's society. Helping children recognise and challenge harmful biases in the media can enable them to make positive choices with their media content.
3. **Take-away message:** The take away message is to recognise how biases in the media can be harmful to others, and to think about what children can do to avoid contributing to those biases.

Student Interpretations

1. **What happened in the story?** So we just heard this story about George and Binh. What happened in this story?
2. **What did you choose to have happen?** Did you choose to have George tell Binh not to be silly, that it's just a show, or did you choose to have George ask why Binh doesn't like the show? Why did you make this decision?

Student Emotions/Motivations Attributions (Perspectives of George and Binh)

1. **Perspective 1:**
 - a. What did George think about the TV show? What did George think about why Binh didn't like the TV show? Why did he think that?
 - b. How might George feel if he talks to Binh and Binh says he doesn't want to watch the show? How might George feel if he tells Binh to stop being silly and that he knows Binh isn't like that?
2. **Perspective 2:**
 - a. What did Binh think about the TV show? Why did he think that?
 - b. How might Binh feel if George talks to him about the show and asks why he's upset by it? How might Binh feel if George tells him to stop being silly and that he knows Binh isn't like that.

Student Evaluations of the Characters' Choices

1. **Evaluation of negative choice:** Do you think it would be OK/not OK for George to tell Binh to stop being silly and that he knows Binh isn't like that? Why do you think it's OK/not OK?
2. **Evaluation of positive choice:** Do you think it would be OK/not OK for George to talk to Binh about the show and asks why he's upset by it? Why do you think it's OK/not OK?

Guided Interpretations: Suggestions for Teacher-Led Discussions

1. **Teacher reiteration of main message:** So, the main theme for this week was to think about how different roles in TV shows and movies can make other people feel and what we can do to understand their perspective better.
2. **What did we learn?:** This week we learned about how, by always having Vietnamese people portrayed as the bad guys, Binh felt uncomfortable with the show. We also learned how, by asking Binh about why he doesn't like the show, rather than just telling him not to be silly, George was able to see why the show was hurtful to Binh.
3. **Probing children's identification of themes:** What do you think about different roles in TV shows and movies? What do you think is the best thing that George could have done to make sure that his friend, Binh, had a good time, too?

Solutions

1. **Enabling children to identify with the activities of the context**
 - a. What are some of your favorite TV shows and movies? Who are the main characters, good "guys" and bad "guys"?
 - b. Have you ever noticed that the same groups of people tend to be cast for the positive and negative roles in TV shows and movies?
2. **Have you ever experienced this?**
 - a. Have you ever noticed that a group that you belong to was cast as the villains in a TV show or movie? How did this make you feel?
 - b. Have you ever noticed that a friend of yours was the same ethnic or cultural group that was being negatively portrayed in a TV show or movie?
3. **Challenging biased messages:**
 - a. What can you do to make sure that your friends don't feel uncomfortable because of how their group is portrayed in TV shows or movies that you're watching?
 - b. Is it enough to just not watch the show around them, or do you think that it would be worth it to stop watching the show altogether?



Vocabulary Word Bank

The following is a list of words that reflect central concepts and themes that arise when discussing prejudice and bias with children. Discussing these concepts can help to establish a shared classroom vocabulary around issues of racial exclusion and inclusion. Each word is accompanied by a definition and an example from one of the stories in the app.

Discrimination: Discrimination means denying someone the opportunity to do something solely because of their race, gender, religion, or nationality. Discriminating against someone makes the person feel bad especially because there is nothing that they did to deserve bad treatment.

Example in the app: Lucas and Brian were discriminating against Adi by not letting him play on the swings just because he was from a different background from them. Fortunately, Lucas and Brian stuck up for Adi.

Empathy: Empathy means identifying with what someone else is going through. Having empathy means taking the time to think about the feelings, thoughts, and attitudes of another person.

Example in the app: When Jaden and Tyler stuck up for Adi on the playground, they were showing empathy because they thought about what Adi was feeling and decided to make sure that he got a chance on the swings like everyone else.

Equality: Equality refers to the equal treatment of others. Treating others equally means understanding that it would be wrong to give some people special opportunities that are meant for everyone to have.

Example in the app: When Chandani said that other Australian children had told her that they didn't want to play with her because she was different she experienced unequal treatment from others. Her sister Ashna had a positive experience playing with Jo which helped her sister to feel better about making new friends and to see that there are children their age who treat others equally.



Vocabulary Word Bank

Fairness: Fairness means treating everyone justly based on their abilities and needs. Issues of fairness often come up when people make decisions about how to divide up resources or opportunities, such as toys to play with or who gets to play on a sports team or who gets new school supplies. Being fair means not favouring one person over another when everyone deserves the same opportunity.

Example in the app: When Nico said that Sarah would be a good person to have on their football team because both boys and girls should have a chance he was talking about fairness; treating other players based on their abilities, not their gender.

Mutual Respect: Mutual respect refers to when individuals respect each other's goals, desires, and values, and understand that everyone is entitled to their own beliefs, as long as these opinions are not intentionally harmful to others. Mutual respect doesn't have to mean that everyone agrees, but it means that individuals expressing different viewpoints treat each other with fairness and respect.

Example in the app: When Maggie and Chloe let Kala audition for the dance team, they were showing mutual respect, because they respected the fact that she danced differently than they did, and in the end, they got to learn something new from her.

Prejudice: Prejudice means "pre-judging" in a way that is unfair to others, such as expecting that someone will lack certain traits, talents, abilities, and interests based solely on their group membership, such as gender, race, religion, or culture. It's unfair to assume that someone lacks talents just because of the way that they look.

Example in the app: Before Maggie and Chloe let Kala audition for the dance team, they were acting in a prejudicial way because they thought her style of dance would not be good just because she was from a different background. But once they gave her a chance, they realised they were wrong.

Racism: Racism means believing that people from one race or ethnicity are better than people from other races or ethnicities. Being racist means not liking people just because they are of a certain ethnic heritage and treating them in an unkind and unfair manner.

Example in the app: Unfortunately, racism appears in many places in society; it can also appear on TV. George and Binh saw a show that was racist because it made fun of people because of the way that they look. Binh helped George to see how people from minority backgrounds are often shown in a negative way, creating hurtful feelings by those who identify with the group that is targeted.



Vocabulary Word Bank

Social Exclusion: Social exclusion means shutting someone out from an opportunity, such as when a group of children exclude someone from an activity for unfair reasons. Sometimes exclusion occurs out of fear of someone new who might want to do things differently, creating unnecessary mistrust. Learning new ways of doing things can be a very positive experience, though. It can also be a way to discover new things about the world around you.

Example in the app: At first, Connor and Matt were being exclusive towards Blake because he was new and they thought he might not like the same things that they enjoyed; but in the end they realised that by including Blake they had more fun.

Social Inclusion: Social inclusion means being open and curious about others with a desire to include people into an activity or an opportunity. Being inclusive means looking forward to making friends with people who might have another perspective.

Example in the app: When Christy, Miranda, and Imogen invited Lanfen to the fun park, they were being inclusive, because they decided to have fun and share their special trip with someone new.

Tolerance: Tolerance means recognising that many cultures have different traditions, customs, and conventions, and that diversity of this type can be something to celebrate and enjoy. Being tolerant means that you recognise that people of different ethnicities, religions, or beliefs can be friends, share goals, and have common values.

Example in the app: When Madhi helped Sal see that James would be a great person to have at his birthday party, he was helping his friend be tolerant.



Suggested Readings about Prejudice in Childhood

Academic articles and books:

- Cameron, L., Rutland, A., & Brown, R. (2007). Promoting children's positive intergroup attitudes towards stigmatized groups: Extended contact and multiple classification skills training. *International Journal of Behavioral Development*, 31, 454–466. doi:10.1177/0165025407081474
- Juvonen, J., Nishina, A., & Graham, S. (2006). Ethnic diversity and perceptions of safety in urban middle schools. *Psychological Science*, 17, 393–400. doi:10.1111/j.1467-9280.2006.01718.x
- Killen, M., Elenbaas, L., Rizzo, M. T., & Rutland, A. (in press). The role of group processes in social exclusion and resource allocation decisions. In A. Rutland, D. Nesdale, & C. Spears Brown (Eds.), *Handbook of group processes in children and adolescents*. New York, NY: Wiley.
- Killen, M., Elenbaas, L., & Rutland, A. (2015). Balancing the fair treatment of others while preserving group identity and autonomy. *Human Development*, 58, 253–272. doi: 10.1159/00044415
- Killen, M., & Rutland, A. (2011). *Children and social exclusion: Morality, prejudice, and group identity*. Wiley-Blackwell. doi: 10.1002/9781444396317
- Killen, M., Rutland, A., & Ruck, M. (2011). Promoting equity, tolerance, and justice in childhood. *Social Policy Report: Sharing Child and Youth Development Knowledge*, 25, 1–33.
- Nesdale, D. (2008). Social identity development and children's ethnic attitudes in Australia. In S. M. Quintana & C. McKown (Eds.), *Handbook of race, racism, and the developing child*. (pp. 313–338). Hoboken, NJ: John Wiley & Sons Inc.
- Nesdale, D., Maass, A., Durkin, K., & Griffiths, J. (2005). Group norms, threat, and children's racial prejudice. *Child Development*, 76, 652–63. doi:10.1111/j.1467-8624.2005.00869.x

Additional materials and curriculum ideas are available at the Teaching Tolerance website:

www.teachingtolerance.org

