



Free PDF for teachers - use this before episodes 3 and 4 of season 5

The Grow Your Mind podcast is for children aged 7 – 13. For episodes 3 and 4 of season 5, characters experience racism. These episodes are pitched for upper primary and first year of high school.

We thought it might be helpful to talk about racism, being an upstander, and other concepts mentioned in the episodes. In episode 3, a character, Lan experiences racism. The words spoken to her are untrue, hurtful and potentially harmful. No one stands up for Lan at first. Eventually, her friend, Rosie, chooses to speak up, however, she does resort to comical threats and throwing belongings in the bin. It is important for students to think about why this might heighten a situation rather than stop it and to start to create suggestions for what could be done more productively. In episode 4 we hear more about what an upstander means and ways to be one (without bin threats!)

We suggest spending 1 to 3 lessons to explore the themes laid out below. We strongly encourage you to do this before listening to the episodes. We also encourage you to listen to: [The Problem We all Live With](#) which introduces the concept of being **anti-racist**. If you are a subscriber to our platform there are rich follow-on activities on offer.

[Racism No Way](#) has a fantastic website with loads of activity ideas. We recommend visiting it and to kick things off with your students, reading a-loud this definition of racism condensed from their website.



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First up, let's learn and discuss some of these definitions:

Upstander	An upstander is someone who speaks up and takes action when they see something wrong, like bullying or racism. Instead of staying silent, they help, support, or get an adult to step in. Upstanders make the world a kinder and fairer place!
Bystander	A bystander is someone who sees something unfair happening but doesn't do anything to stop it. They might feel scared or unsure of what to do. While bystanders don't cause harm, they also don't help—so learning how to be an upstander is important!
Racism	Racism is when people are treated unfairly because of their skin colour, background, or culture.

Understanding Racism

Activities: Think, Pair, Share

- Ask students:
 - What do you think racism is?
 - Have you ever seen racism happening around you?
 - How did you react?



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- What would I do differently in the future?
- After discussing with a partner, invite students to share key ideas with the class.

Teacher notes: Racism is when people are treated unfairly because of their skin color, background, or culture. It can be name-calling, exclusion, or unfair rules that make life harder for some groups. Racism isn't just about individuals—it can also be in schools, jobs, and governments, making things unfair for certain people. The good news is we can help stop racism by being kind, learning about different cultures, and speaking up when we see unfair treatment. Being an upstander helps make the world fairer for everyone!

Drama Activity: Walking in Someone Else's Shoes

- Scenario Role-Play: Students act out short skits where someone experiences racism in school, while others act as bystanders and upstanders.
- Discuss:
 - How did each character feel?
 - What could have been done differently?

Create an empathy Wall

- Task: Create a class empathy wall where students write anonymous notes answering:
 - "How would I feel if I was excluded based on my background?"
 - "What can I do to make sure people feel welcome in my school?"



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- Display these responses in a visible space in the classroom or school hallway.

Becoming an Upstander – Taking Action Against Racism

Key Themes:

- The role of bystanders and upstanders
- How to challenge racism safely and effectively
- How to create an inclusive school community

Being an upstander:

- Ask students:
 - Why might someone stay silent when they witness racism?
 - What are safe ways to intervene?

Remind students about the checklist for how to safely be an upstander

(Based on information from: *Racism. No Way!*)

This time, create **Add a Rhythm or Chant**: For Step 1 (Speak Up), students chant, "Use your voice!" For Step 2 (Support), they chant, "Check in!"

Involve a Call-and-Response: The teacher says, "Step 1?" and students respond with the action and phrase. Repeat through all steps a few times.

Here are four simple steps to safely be an upstander:

1. Speak Up (If Safe to Do So)
 - If you hear or see something racist, say something simple but strong, like:
"That's not okay." or "That's racist, and it's not right."



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- Keep your words clear and calm.
2. Support the Person Being Targeted
 - Check in with them after: "Are you okay?"
 - Sit with them, talk to them, or walk away together.
 - Let them know they are not alone.
3. Get Help
 - Tell a teacher, parent, or trusted adult.
 - Reporting racism isn't tattling—it's stopping harm.
 - If online, report and block racist comments or posts.
4. Be a Role Model
 - Show kindness and include others.
 - Learn about different cultures and listen to others' experiences.
 - Encourage your friends to also stand up against racism in safe ways.

Remember: Always think about your safety first—if a situation feels dangerous, get help from an adult instead of confronting it yourself.

Move to each step - can they remember the movements?.

Sometimes, learning something requires your body to move. Follow the 4 movement commands to commit the steps to memory.

- Step 1: Speak Up – Students step forward and pretend to use their voice (e.g., cup their hands around their mouth like a megaphone or confidently raise a hand).
- Step 2: Support the Person – Students reach out a hand to an imaginary person, placing a hand on their shoulder or making a kind "thumbs-up" gesture.



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- Step 3: Get Help – Students mime running or walking quickly to get a teacher or adult. They can also act out using a phone to report something.
- Step 4: Be a Role Model—Students should walk tall with confidence, give a high five to a classmate, or show an action of inclusion (e.g., pretending to invite someone to join a group).

Scenario Discussion: "What Would You Do?"

- Small groups discuss different situations (e.g., a friend makes a racist joke, a teacher overlooks a student based on their background).
- Groups share their responses and discuss how to be an effective upstander.

Curriculum Links (Australian Health & PE – Year 6 & 7):

NSW PDHPE Curriculum Outcomes

Stage 3 (Years 5-6)

- PD3-2 – Explains and uses strategies to develop resilience and to feel comfortable and safe.
- PD3-10 – Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.
- PD3-11 – Describes how values, attitudes, and beliefs influence how people interact in different settings.

Stage 4 (Years 7-8)

- PD4-2 – Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.



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- **PD4-3** – Investigates and interprets health information and applies decision-making skills to enhance their own and others' health, safety, and wellbeing.
 - **PD4-10** – Demonstrates effective communication to enhance interactions and relationships.
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Australian Curriculum – Health & Physical Education (HPE) Outcomes

Years 5-6

- **ACPPS060** – Identify how valuing diversity positively influences the wellbeing of the community.
- **ACPPS071** – Investigate the impact of discrimination and how to challenge it.

Years 7-8

- **ACPPS070** – Investigate the impact of transition and change on identities.
- **ACPPS073** – Investigate the impact of discrimination and strategies to challenge it.
- **ACPPS075** – Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity.
- **ACPPS079** – Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity.
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Now you and your class are ready to listen to the episodes!