



2.1 LISTEN TO STORIES

Hobart Human Library and resilience forum



Time required	100 minutes
Adapted from	The <i>Hobart Human Library</i> workshop is adapted from the international living or human library concept. (https://humanlibrary.org/)
Grade level	6 - 7 - 8
Resources required	<ul style="list-style-type: none"> ■ A facilitator from A Fairer World will lead this workshop. You will be asked to fill in a booking form to confirm dates and numbers. ■ It will require a large space with enough chairs for each "book" and small groups of students.
Aims	<ul style="list-style-type: none"> ■ To develop empathy by hearing, first-hand, stories from people who have been exposed to discrimination because of some aspect of their identity. ■ To challenge stereotypes by considering someone else's identity. ■ To experience the effects of inclusion and exclusion in a simulated activity. ■ To introduce concepts of discrimination, bullying, conflict, social norms and school culture. ■ To develop an understanding of the consequences of discrimination.
Procedure	<ul style="list-style-type: none"> ■ Students meet the human "books" from the <i>Hobart Human Library</i> and hear the stories of four human "books", ask questions, share their own experiences and work together in facilitator-led activities. ■ Students write one or two quotes or a memorable aspect of each "book".
Teacher note	<p>Extension or preparation activity</p> <p>Show one or more stories from the Hobart Human Library video available from A Fairer World (6 videos of approximately 4 minutes each) featuring the stories of people from the <i>Hobart Human Library</i>.</p> <p>Use think-pair-share to reflect on the people shown in the video:</p> <ul style="list-style-type: none"> ■ Who is this person?

	<ul style="list-style-type: none"> ■ What do I imagine their life is like? ■ How are we alike or different? ■ What strengths and values have they shown? ■ What questions would I like to ask? <p>When we hear someone’s story, how can we show our empathy? What does it mean to be empathic? How is this different from sympathetic?</p> <p>An alternative is the short stories of individuals with a disability found at <i>Twenty Years: Twenty Stories</i> (www.humanrights.gov.au/twentystories/videos.html).</p>
<p>Useful definitions</p>	<p>Identity: The characteristics that define us include age, skin colour, body type, country of birth, culture, gender, health, wealth, religion, values, languages, manners, skills, strengths, interests, goals relationships, sexual attraction, family and friendship groups. Some of these characteristics are visible; some are invisible. Many are created through media, culture, family traditions and the rules or standards of behaviour (‘norms’) in society.</p> <p>Resilience: The ability to cope and thrive in the face of negative events, challenges and adversity. Positive social ‘norms’, as well as learned skills and personal characteristics affect our resilience.</p> <p>Empathy: The ability to recognise and share other people’s feelings. When you can imagine or understand how someone might feel, without necessarily having those feelings yourself. Different to sympathy which is caring for, but not understanding or sharing other people’s emotions.</p> <p>Perspective taking: The ability to be able to think ourselves into another person’s life and feelings; to imagine the world from their perspective.</p>